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ABSTRACT

The seventh annual evaluation report of vocational education in Washington State is presented. Section 1 is a summary of the thirteen recommendations made by the Advisory Council; under each recommendation is a description of the original response of the Commission of Vocational Education to the recommendation, actions taken to date on the recommendations, and additional comments by the Advisory Council pertaining to the recommendations. Section II presents specific issues and needs expressed at the Council's public hearings. In question and answer format, the state's vocational education goals and priorities as set forth in the state plan are given in section III. Section IV includes questions and responses pertaining to the effectiveness with which manpower needs are served in Washington State. Advisory Council recommendations for fiscal year 1977 and beyond regarding vocational education and the Commission for Vocational Education are presented in the concluding section. (JH)

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SEVENTH ANNUAL EVALUATION REPORT

FISCAL YEAR 1976

AN EVALUATION OF VOCATIONAL EDUCATION

Prepared by the

Washington State Advisory Council on Vocational Education

for the

Washington State Commission for Vocational Education

United States Commissioner of Education

National Advisory Council on Vocational Education

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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CE 018 494

The seventh annual report of the Washington State Advisory Council evaluates the effectiveness of vocational education programs, services and activities carried out in fiscal year 1976 in meeting program objectives set forth in the long-range plan and the annual program plan required by law. It also recommends the changes the Council thinks are warranted by the evaluations.

Although it is true that-

In our rapidly changing world, a person is apt to change occupations three or four times throughout his working life.

Does it follow?

The education system need not prepare a student for a specific occupation. The student should be prepared in a general way to learn these different jobs he will have throughout his life.

Or should we consider?

A student must find his first job before he need be too concerned about the second, third, or fourth.

A student needs to prepare for a specific job, at least in an occupational cluster; and in doing this he needs a good three R's foundation.

The second and third job will often require retraining, but the current job often provides the base for subsequent changes.

Many corporate executives, in addressing students, tell them that for their division presidents and general managers they want well rounded, highly educated individuals with good liberal arts educational backgrounds.

Does it follow?

Students who intend to work for these companies should be primarily concerned with developing a liberal arts background, with a keen understanding of philosophy, political science, history, languages, humanities, etc.

Or should we consider?

When these young people apply for jobs at these companies, they find that they are not hiring presidents and general managers. They are looking for accountants, engineers, technicians, draftsmen, mechanics, purchasing agents, and other applicants who have specific skills.

It is true that the presidents and general managers of most companies are well educated individuals. But they started out in specific areas, with specific skills, and a substantial share of their education concerned with liberal arts, philosophy and the humanities was attained as they worked their way to their current positions.

Studies show that the reason most employees lose their jobs is their inability to get along well with their fellow workers.

Does it follow?

The ability to get along well with people is the most important factor in securing a job and succeeding on that job, and this is the area in which the educational system should focus.

Or should we consider?

It takes more than a pleasant personality to secure a job in the first place.

As companies are looking for employees, they seek applicants with specific skills; and the applicant with the skill, who can present himself well, is the one who obtains the job.

Once the employee is hired, both his on-the-job performance and his ability to get along with people are significant factors in his success. Schools should be concerned about developing both the skills and attitudes of students.

Washington State
Advisory Council on Vocational Education

120 East Union Rm. 207
Olympia, Washington 98504

(206) 753-3715

November 26, 1976

TO: Commission for Vocational Education
222 Airdustrial Way, Bldg. #17
Olympia, WA 98504

FROM: Washington State Advisory Council
on Vocational Education

SUBJECT: Presentation of the 1976 Evaluation Report

The Annual Evaluation Report of the Washington State Advisory Council on Vocational Education is attached for review by the Commission for Vocational Education (State Board for Vocational Education), and for transmittal to the U.S. Commissioner of Education and the National Advisory Council on Vocational Education. This report is in compliance with the rules and regulations of Public Law 90-576, and is the seventh such report from the Washington State Advisory Council on Vocational Education.

The law provides that any comments on this evaluation which the Commission for Vocational Education wishes to make may be appended to the State Plan for the Administration of Vocational Education, which is submitted to the U.S. Office of Education each fiscal year.

The Advisory Council has made an honest effort to be as objective as possible with this report. Council members are concerned with strengthening and promoting vocational education as one of the most important phases of the total educational structure. We believe that the implementation of the recommendations made in earlier reports as well as this report will be highly beneficial to vocational education and to the people of Washington State.

The Advisory Council requests your support and looks forward to a close working relationship with the Commission and its staff.

Respectfully submitted,

Warren D. Starr, Chairman
Washington State Advisory Council
on Vocational Education

/jw
Attachment

Lois Andus • Henry Bell • Joan L. Bergy • Norward J. Brooks • Michael Edwards • Annie Galarosa • Walt Greenly • Zelma Groce • Anton E. Hollow • Wallace Johnson
Rex Lacy • Emmett Nelson • H. M. Olsen • Clifton E. Olson • R. H. Putman • Robert C. Roberts • Venetta Stappler • Warren D. Starr • Margo Thornley • Lyle Tinker
Ignacio Resendez • Ben A. Yormark

SUMMARY OF

ADVISORY COUNCIL RECOMMENDATIONS

RECOMMENDATION #1: The Commission for Vocational Education should strengthen the provision for local advisory committees for vocational programs as part of the legal contract between local education agencies and the Office of the Superintendent of Public Instruction or the State Board for Community College Education by:

A. Revising Section 3.42-1 of the Washington State Plan for Vocational Education, Part I, so that minimum priority functions of duly constituted, representative local advisory committees are incorporated into the language of the section.

B. Defining minimum priority functions in cooperation with the State Advisory Council and in a manner which reflects that local advisory committees to be effective must provide advice, counsel and assistance in the planning, development and evaluation of vocational education programs.

C. Adopting a compliance audit model or instrument which will provide information upon which to make a valid and reliable assessment of whether or not local education agencies are insuring that local advisory committees empanelled are active and performing their functions.

RECOMMENDATION #2: The Commission for Vocational Education should insure that vocational education programs, services and activities are serving the needs of special groups by:

A. Improving its data collection, management and evaluation systems so it can identify and categorize ethnic minorities, women, disadvantaged and handicapped students; their needs; programs for which enrolled; and program results.

B. Improving its data collection, management and evaluation systems so it can identify and categorize minorities and women involved in vocational education at the teaching level and all administrative levels.

C. Improving articulation, planning and programming between the disciplines of vocational education and special education.

D. Conducting through its compliance audit instrument and/or funding as a research priority a special review and evaluation of secondary and postsecondary vocational education programs to determine if the special needs of the following groups are adequately served in preparation for occupations:

1. Handicapped persons
2. Disadvantaged persons, including migrants
3. Veterans
4. Bilingual/bicultural individuals
5. Ethnic minorities and women
6. Senior citizens

RECOMMENDATION #3: The Commission for Vocational Education should continue its efforts to establish a credible manpower forecast document by:

A. Maintaining its active participation in and providing leadership and technical expertise to the Washington Occupational Information Consortium.

B. Making greater efforts to insure that reliable information concerning manpower outputs through private schools, Comprehensive Employment and Training Act and industry training programs is available for use in developing the "Job Opportunities Forecast."

RECOMMENDATION #4: The Commission for Vocational Education should strengthen the long-range goals and subgoals (objectives) for vocational education in Washington State by:

A. Revising the current long-range subgoal statement shown below so that the word "sex" is deleted and the word "eliminate" is substituted for the word "reduce."

Goal Statement: To satisfy the training needs of vocational students in light of actual and/or anticipated employment opportunities, including homemaking.

Subgoal Statement: Reduce sex stereotyping in students' occupational goals.

B. Adding the long-range subgoal statement below under the goal statement indicated:

Goal Statement: To maintain and improve vocational program relevancy.

Subgoal Statement: To develop the process of instruction in vocational curriculum which pre-tests students at the beginning of vocational courses and post-tests them at the end of said courses.

RECOMMENDATION #5: The Commission for Vocational Education should use the data (issues and need statements) collected by the Advisory Council at its 1976 Public Hearing when:

A. Assessing people and program needs.

B. Establishing state-wide vocational educatior priorities for Fiscal Year 1978 Washington State Plan for Vocational Education.

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INTRODUCTION

The Washington State Advisory Council on Vocational Education serves as an independent advisory, evaluative and recommendatory body to the state's professional educators and governmental agencies responsible for educational policy and administration. The Advisory Council's major responsibilities are:

1. To advise the Commission for Vocational Education on the development of the Washington State Plan for Vocational Education and on policy matters relating to State Plan administration;

2. To evaluate vocational education programs, services and activities, and publish and distribute the results thereof;

3. To prepare and submit an annual evaluation report to the Commission for Vocational Education, U.S. Commissioner of Education and the National Advisory Council on Vocational Education; and

4. To give the public an opportunity and an avenue to express views and concerns about vocational education.

Originated by the Vocational Education Act of 1963 and further delineated by the 1968 Vocational Education Amendments and the Educational Amendments of 1972, the Council's membership of 22 is appointed and certified by the Governor. The Council membership, which represents a wide cross-section of the lay public, must include:

- At least one person familiar with the vocational needs and problems of management and labor in the state and at least one person representing state industrial and economic development agencies;

- At least one person representative of community and junior colleges and other institutions of higher education, area vocational schools, technical institutes and postsecondary or adult education agencies or institutions, which may provide programs of vocational or technical education and training;

- At least one person familiar with the administration of state and local vocational education programs; and at least one person having special knowledge, experience or qualifications with respect to vocational education, and who is not involved in the administration of state or local vocational education programs;

- At least one person familiar with programs of technical and vocational education, including programs in comprehensive secondary schools;

- At least one person representative of local educational agencies, and at least one person representative of school boards;

- At least one person representative of manpower and vocational education agencies in the state and comprehensive area manpower planning system of the state;

- At least one person representing school systems with large concentrations of academically, socially, economically and culturally disadvantaged students;

- At least one person with special knowledge, experience or qualifications with respect to the special educational needs of physically or mentally handicapped persons; and

- Persons representative of the general public, of whom at least one shall be representative of and knowledgeable about the poor and disadvantaged, who are not qualified for membership under any of the preceding categories.

The primary concern of the Advisory Council is to advocate and promote better vocational education. The Advisory Council fulfills this "change agent" role through its advice and recommendations as provided in this report. True, the recommendations may tend to focus on correcting problems, deficiencies or inadequacies. However, the purpose of this report is not to criticize but rather to evaluate and recommend.

SECTION I

THE EXTENT TO WHICH COUNCIL RECOMMENDATIONS HAVE RECEIVED DUE CONSIDERATION

In its last evaluation report, Sixth Evaluation Report - December 1975, the Washington State Advisory Council on Vocational Education submitted to the Commission for Vocational Education thirteen specific recommendations in four general categories including (1) Centralized Management Information System, (2) State-level Policy for Vocational Education, (3) State Plan for Vocational Education Digest, and (4) State Plan for Vocational Education Content Revisions and Modifications. Sixteen hundred copies of the Sixth Evaluation Report were distributed to the Governor, legislators, state education agencies, local vocational administrators, business, labor, manpower training agencies, vocational education organizations, United States Office of Education, National Advisory Council on Vocational Education and the general public.

The Advisory Council is encouraged by the reception to its recommendations by the Commission for Vocational Education, legislators and others. The Advisory Council feels that much of the success of the reception to the recommendations has been the wide publicity and the efforts the Advisory Council has made to assure that the recommendations are being implemented. The Advisory Council recognizes that it does not administer programs, but it can publicize, motivate, inform and persuade. The Council recognizes, too, that it is easier to recommend than to implement recommendations.

While the recommendations in the Council's last report were submitted in December of 1975, the Commission officially responded to the recommendations in February of 1976. Also, the Commission has, to date, taken positive action on seven of the thirteen recommendations; while no, or insignificant, action has been taken on six recommendations.

The following is a summary of (1) the recommendations made by the Advisory Council, (2) original response of the Commission for Vocational Education to the recommendations, (3) action taken to date on the recommendations and (4) additional comments by the Advisory Council pertaining to the recommendations.

RECOMMENDATION

1. As the Commission for Vocational Education establishes a centralized management information system, it should give priority to the establishment of a set(s) of state-level success measures or performance indicators for vocational education.

   ORIGINAL RESPONSE OF COMMISSION FOR VOCATIONAL EDUCATION

   We (The Commissioners) agree with the desirability of establishing performance-based standards. The legislation (SSB 2463, Chapter 174, Laws of 1975, 1st. Ex. Session) that established this Commission and describes its role and mission contains several references that we believe will eventually lead to the adoption of such standards.

ACTION TO DATE

No action has been taken

ADVISORY COUNCIL COMMENT

The Commission's original response to the recommendation seems to indicate that the recommendation will not receive a high priority but will "eventually" be implemented as a result of other activities performed by the Commission. Performance indicators are the base of effective and efficient management. Without being able to determine where we are, how far we have come and how far we have left to go in terms of achievement, places vocational education in a vulnerable position. In comparison, would top management of a profit-oriented business continue to make decisions without a profit and loss statement?

The Advisory Council strongly urges the Commission not to rely on "eventualities," but instruct the Commission staff to design a project plan for the implementation of the recommendation. Enninger is his Manpower Conversion Model[1] suggests, in addition to growth in enrollment and program offerings, indicators such as the following be used to evaluate the effectiveness of vocational education systems:

(a) Holding Power -- continuing improvement in student holding power so as to increase the percentage of students who complete the vocational curriculum of their choice.

(b) Knowledge and Skill -- continuing improvement in the percentage of completers who have attained minimum standards of proficiency in both general and occupational entry level skills.

(c) Occupation Motivation -- continuing improvement in the percentage of completers motivated to enter the field for which trained or a field of equivalent or higher skill involvement.

(d) Placement Performance -- continuing improvement in the percentage of qualified program completers placed in the occupation for which trained or in related occupations.

The list is obviously incomplete and is intended only to be descriptive of the type of additional information which the Advisory Council feels would be appropriate.

---

[1]Enninger, M.U. "How Should the Schools Fulfill Responsibility for Student's Transition from School to Work?" Paper prepared for the Department of Health, Education, and Welfare, Vocational Education Task Force, 1969.

RECOMMENDATION

2. As the Commission for Vocational Education establishes a centralized management information system, it should give priority to the establishment of a common definition of terms among delivery systems as such terms relate to vocational education, and/or the establishment of conversion formulas by which terms not commonly defined can be converted to commonality for comparison purposes.

ORIGINAL RESPONSE OF COMMISSION FOR VOCATIONAL EDUCATION

The requirement for adopting common definitions and/or conversion formulas by which to measure effort for allocation purposes is another portion of the requirements contained in legislation establishing this Commission. A project has already been funded to begin such explorations. In addition, a team consisting of representatives of the Commission, the Superintendent of Public Instruction's office, and the State Board for Community College Education is working on items with potential impact on allocations.

ACTION TO DATE

The Commission entered into a contract with Dr. William Schill, Applications in Developmental Systems, Inc., to develop a common informational data system. Part of his charge was to establish a common definition of vocational education terms among delivery systems.

A preliminary report has been submitted by Dr. Schill to the Commission staff, but, to date, the Commission for Vocational Education has neither officially adopted nor officially released the report.

ADVISORY COUNCIL COMMENT

The Commission for Vocational Education is to be commended for its accomplishments to date in implementing this recommendation.

Since the Advisory Council's inception, Council members and staff have experienced difficulty in collecting statistical information on vocational education in Washington State. Data is an essential tool for planning and evaluation; and lack of valid, comparable data prohibits the Advisory Council, as well as others, from acquiring a comprehensive understanding of the vocational education system in the state. Likewise, insufficient data interferes greatly with the Advisory Council's effectiveness as evaluator of programs and issues in vocational education and as advisor to the Commission for Vocational Education on vocational education matters.

The Advisory Council looks forward to reviewing the Commission's final report regarding the development of a common informational data base.

RECOMMENDATION

3. As the Commission for Vocational Education establishes a centralized management information system, it should give priority to the collection of placement data wherein the placement data is gathered in terms of the following guidelines:

   A. Number entering vocational program

      (1) Number leaving before completion without salable job skills.

      (2) Number leaving before completion with salable job skills.

      (3) Number leaving at completion with salable job skills.

   B. Given number of persons leaving vocational programs(s) before completion and at completion with salable job skills, the number of persons placed in jobs.

      (1) Number employed in jobs for which they trained.

      (2) Number employed in jobs related to jobs for which they trained.

      (3) Number employed in jobs not related to jobs for which they trained.

   C. Given number of persons leaving vocational program(s) before completion and at completion with salable job skills, the number of persons not placed in jobs.

      (1) By choice.

      (2) Looking for work.

      (3) Military.

      (4) Continuing education.

      (5) Other.

ORIGINAL RESPONSE OF COMMISSION FOR VOCATIONAL EDUCATION

This recommends certain enumerated components to use as measures of vocational program successes. Completion/placement/follow-up data would comprise a portion of the centralized management information system referred to in Recommendation No. 1.

We agree that it is essential to determine which elements will provide the most useful information for decision making. It is highly likely that elements relating to completion/placment/follow-up need to be included.

Auditing placement information will be a part of the Commission's "compliance auditing" processes mandated in the law which created it.

ACTION TO DATE

No action has been taken

ADVISORY COUNCIL COMMENT

In support of this recommendation are the results of an H.E.W. Audit Agency report titled "Review of the VEA, Part B Program, as Administered by the Washington State Commission for Vocational Education." The report, officially released in June, 1976, contained an audit review directed toward an evaluation of:

> "The adequacy of the state agency's student follow-up system for assuring that participants in the vocational education program are provided training that is realistic in light of actual and anticipated job opportunities, and that participants are employed in jobs related to their training."[2]

The report states:

> "...The state agency's procedures for obtaining student follow-up data to evaluate the effectiveness of the VEA, Part B Program, needed improvement. We found that the student follow-up data collected were often incomplete, inaccurate, noncomparable or otherwise unreliable and LEA procedures for obtaining student follow-up data varied considerably. As a result, the state agency was unable to determine accurately the need for continuation of some vocational education programs, and there was inadequate assurance that program objectives were being achieved. We recommend that a state-wide evaluation system be established to include follow-up standards and policies, desk reviews on all reported LEA follow-up data, and periodic site visits to monitor LEA follow-up procedures."[3]

The audit report also recommends that:

(1) A state-wide follow-up system be established to include follow-up standards and policies. Provisions should be made for state agency decision making that will result in meaningful actions to improve programs of vocational education.

(2) Desk reviews be performed on all reported LEA follow-up data. Guidelines and parameters should be established to ensure data is accurate and complete. LEAs that do not submit data should be required to do so or be notified they may not be eligible for further VEA funds.

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[2]H.E.W. Audit Agency Report (Audit Central No. 10-60106) titled "Review of the VEA, Part B Program, as Administered by the Washington State Commission for Vocational Education," Pg. 2.

[3]Ibid, Pg. 3.

(3) Periodic site visits be performed at selected LEAs to ascertain that established LEA follow-up procedures are being followed and the reported data is valid.

(4) VEA, Part B, funds be earmarked for follow-up purposes and be monitored. Claims for follow-up costs should be documented to show extent of follow-up efforts. Unused follow-up funds should be returned to the state agency for distribution to other vocational education programs.[4]

The Advisory Council believes that the H.E.W. Audit Report recommendations can be implemented by adopting minimum standards and procedures which reflect the follow-up guidelines which were outlined in the recommendation shown above as Recommendation No. 3. Effective guidelines combined with an effective compliance audit system should satisfy any desk reviews, periodic site visits or monitoring required as relates to a state-wide follow-up system.

Since the Advisory Council's recommendation was made regarding follow-up, some persons have interpreted the recommendation as implying a centralized follow-up system conducted by the Commission for Vocational Education. This was never the intent of the Advisory Council and if the recommended follow-up guidelines are adopted, a centralized follow-up system is not necessary. This is especially true when the follow-up system is monitored through compliance audits.

RECOMMENDATION

4. As the Commission for Vocational Education establishes a centralized management information system, it should give priority to the collection of resource allocation data as it relates to each State Plan objective in terms of:

   A. Amount and source of funds expended.

   B. Kind and quantity of service provided from funds expended.

   C. Kind and quantity of clients serviced from funds expended.

   D. Source of service and mode/level of service delivery.

ORIGINAL RESPONSE OF COMMISSION FOR VOCATIONAL EDUCATION

We (The Commissioners) believe it is desirable to include these components among the data collected in the process of managing grants under the State Plan. Our existing grants management process and the refinements to that process targeted for this current year should provide the data recommended.

---

[4]H.E.W. Audit Agency Report, Pg. 25.

ACTION TO DATE

This recommendation is being implemented through the improved grants management forms, fiscal mangement forms (OPP&FM), and by the compliance auditing function.

ADVISORY COUNCIL COMMENTS

The Commission for Vocational Education is to be commended for its prompt action regarding the Advisory Council's recommendation. The Advisory Council looks forward to reviewing Fiscal 1977 State Plan, Part II, objectives, as well as the resource allocation data, outlined in the Council's recommendation, relating to each objective.

RECOMMENDATION

5. The Commission for Vocational Education should plan and implement a state-wide project on policy-making strategies for vocational education, for the purpose of formulating and establishing contemporary policy for vocational education at the state level.

ORIGINAL RESPONSE OF COMMISSION FOR VOCATIONAL EDUCATION

We (The Commissioners) agree with this recommendation. The Advisory Council's recommendation to approach these responsibilities through one or more "projects" may become a useful mechanism in clarifying and implementing these responsibilities.

ACTION TO DATE

The implementation of Activity 5.1.1, Page IV-58, in the FY 1977 State Plan, Part II, will fulfill this recommendation.

5.1.1	Provide all implementation activity in cooperation with SPI, SBCCE, colleges, universities and proprietary schools to adopt Washington State principles and policy from USOE produced document for 5,000 vocational educators.	B9a	2,500	2,500

ADVISORY COUNCIL COMMENT

The Advisory Council supports the project approved by the Commission which will be funded and implemented via Activity 5.1.1, of the FY 1977 State Plan. Adoption of Washington State Vocational Education principles and policy is not only a necessity but timely. Charles B. Law, Jr., State Director of the Division of Occupational Education, North Carolina, in a speech to the Annual Meeting of the State Directors of Vocational Education in Washington, D.C., May 12-16, 1975, pointed out the need for a "clear, concise, definable philosophical base" for Vocational Education, saying

that "Vocational Education now operates upon philosophical bases that are a conglomerate of beliefs, loosely interwoven, parts of which are mutually exclusive and often contradictory."

Furthermore, in a December, 1975, letter to F. David Matthews, Secretary of H.E.W., the National Advisory Council on Vocational Education emphasized "that vocational education has been hampered by the lack of a strong, central policy which recognizes its achievements, its potential, its position in regard to other education and training programs, and its relationship to the national economy."

RECOMMENDATION

6. The Commission for Vocational Education should, in cooperation with the Advisory Council on Vocational Education, design and publish a "digest" of the Washington State Plan for Vocational Education, Part II; and the document should specifically relate to the State Plan in order to assist the layman in understanding how the State Plan operates to achieve the desired goals, priorities and objectives. It is further recommended that the first digest edition be of the Fiscal 1976 Washington State Plan for Vocational Education, Part II.

ORIGINAL RESPONSE OF COMMISSION FOR VOCATIONAL EDUCATION

In January, 1976, the Commission published a digest of Part II of the State Plan for Vocational Education. It is essentially the type of document referred to in Recommendation III. We propose to evaluate the usefulness of this first effort and will be guided in further developments by its usefulness to a variety of professional and lay publics.

ACTION TO DATE

The Commission for Vocational Education produced a State Plan Digest on the Fiscal 1976 Washington State Plan for Vocational Education, Part II. The Commission staff states that it did not receive an adequate response to its survey to indicate that the FY 1976 State Plan Digest was of any value. The Commission staff plans to produce a digest on the Fiscal 1977 State Plan, Part II. The FY 1977 Digest is scheduled to be available in October, 1976.

ADVISORY COUNCIL COMMENT

The Advisory Council was, indeed, appreciative of the Commission's cooperative attitude and approach in preparation of the Fiscal 1976 State Plan, Part II, Digest. The Council strongly endorses the concept of a "State Plan Digest" and supports the publication of a Fiscal 1977 State Plan Digest.

RECOMMENDATION

7. The Commission for Vocational Education should incorporate into the Washington State Plan for Vocational Education, Part I, minimum certification standards for persons performing vocational guidance counseling duties.

ORIGINAL RESPONSE OF COMMISSION FOR VOCATIONAL EDUCATION

We (The Commissioners) agree that program standards within the State Plan should be developed to an adequate level of detail and this item will be considered for inclusion in the 1976-77 planning cycle.

ACTION TO DATE

A special study has been assigned to Commission staff that addresses this item.

ADVISORY COUNCIL COMMENT

The Advisory Council looks forward to reviewing the Commission's special study results. The importance of implementing this recommendation is noted through the endorsement the recommendation received by the Washington State Personnel and Guidance Association. Endorsement was given via resolution at the Association's annual conference held in the fall of 1975.

RECOMMENDATION

8. The Commission for Vocational Education should incorporate into the Washington State Plan for Vocational Education, Part I, minimum career guidance/counseling program standards.

ORIGINAL RESPONSE OF COMMISSION FOR VOCATIONAL EDUCATION

We (The Commissioners) agree that program standards within the State Plan should be developed to an adequate level of detail, and this item will be considered for inclusion in the 1976-77 planning cycle.

ACTION TO DATE

No action has been taken

ADVISORY COUNCIL COMMENT

The Advisory Council regrets that no action has been taken to date by the Commission regarding this recommendation. The Advisory Council acknowledges the fact that a review of the entire Washington State Plan for Vocational Education, Part I, was begun in Fiscal 1976 and is expected not to be completed prior to June 30, 1977. Hopefully, the recommendation will receive special consideration by the Commission prior to the end of Fiscal 1977. This recommendation was endorsed in the fall of 1975 by the Washington State Personnel and Guidance Association.

RECOMMENDATION

9. Measurement criteria should be listed for each and with each objective listed in Table III of the Washington State Plan for Vocational Education, Part II, which cannot be stated in measurable terms.

ORIGINAL RESPONSE OF THE COMMISSION FOR VOCATIONAL EDUCATION

We (The Commissioners) agree that improvement must be made each year to provide plans that are clear and measurable. There are and will continue to be certain objectives which cannot be stated in measurable terms. In the refinement of the planning process, we will attempt to develop measurement criteria that explain the process employed to evaluate "non-measurable" objectives.

ACTION TO DATE

No action has been taken

ADVISORY COUNCIL COMMENT

The Advisory Council continues to encounter "non-measurable" objectives. As the Council stated in its certification of the FY 1977 Washington State Plan for Vocational Education, Part II,

> "...Unless the State Plan clarifies what we intend to accomplish by setting specific statements of expected results, there is no declarative way of saying, 'We succeeded in delivering what was expected of us.'"

To avoid "non-measurable" objectives, there has been a tendency to state all objectives within the State Plan in terms of "enrolling an additional number of students." True, this kind of statement provides for a statistical measure, but that kind of statement is what MBO (Management By Objective) has meant to many human services agencies.

Hopefully, we will endeavor to talk about results. If we do plan to enroll 10,000 more students in preparatory programs, what will be the result of the enrollment? What changes will have been produced to improve the clients' condition? These are probably the most difficult kinds of results to describe, but not impossible.

In comparison to Washington's present delination of State Plan objective statements, the following were randomly selected from objective statements appearing in Ohio State's Fiscal 1975 State Plan for Vocational Education:

Example: To provide by 1982 retraining and upgrading vocational education programs for 7% of all adult workers, adjusted to 1980 to provide for 294,034 or 5.7% of the 5,194,700 adult workers.

1974	1976	1980
192,514	218,763	294,034

Example: To provide by 1985 a vocational home economics consumer and homemaking education and family life program for adults living in culturally depressed areas, adjusted to 1980 to provide for 22,083 or 8.4% of the 264,089 adults in a three-year age span living in culturally depressed areas.

1974	1976	1980
12,796	15,569	22,083

Example: To provide by 1982 a vocational work-study program for 5% of the students enrolled in a job training program, who are 15 but less than 21 years of age, and who are in need of the earnings from employment to pursue a vocational education program, adjusted to 1980 to provide for 5,000, or 2.9% of the 170,642 vocational students basically in the 11th and 12th grade vocational program, who are 15, but less than 21 years of age, and who are in need of earnings from employment to pursue a vocational education program.

1974	1976	1980
2,476	3,500	5,000

Example: To provide by 1975 a preparatory job training vocational education program for 40% of all the high school youth 16 years of age and above, and other qualified groups, adjusted to 1980 to provide for 170,642 or 46.0% of the of the 370,853 students at the 11th and 12th grade level or 16 years of age and above, and other qualified groups.

This includes 75% of the disadvantaged school youth who have academic, socio-economic or other handicaps that prevent them from succeeding in a regular vocational education program adjusted to 1980 to provide for 56,747 or 100% of the 55,628 disadvantaged school youth which equals 15% of all youth at the 11th and 12th grade level or 16 years of age and above. It also includes 50% of the handicapped high school youth, who because of their handicap, cannot succeed in a regular vocational education program adjusted to 1980 to provide for 16,916 or 45.6% of the 37,085 handicapped school youth which equals 10% of all youth at the 11th and 12th grade level or 16 years of age and above.

1974	1976	1980
120,588	136,776	170,642

RECOMMENDATION

10. When objectives listed in Table III, Washington State Plan for Vocational Education, Part II, have corresponding outcomes listed, the outcome figures should be compatible with the objective statement and descriptive words or phrases should be listed to denote what the numerical outcome(s) represent.

ORIGINAL RESPONSE OF COMMISSION FOR VOCATIONAL EDUCATION

We (The Commissioners) agree with this recommendation and plan to continually improve the quality and consistency of the objectives and measures in the annual and long-range Plan.

ACTION TO DATE

The Commission staff states that the recommendation was fully implemented in the Fiscal 1977 Washington State Plan for Vocational Education, Part II. All outcomes were measures of students unless clearly stated to be a measure of some other factor.

ADVISORY COUNCIL COMMENT

The Advisory Council concurs with the action taken to date

RECOMMENDATION

11. A complete set of instructions on how to read and interpret the Washington State Plan for Vocational Education, Part II, should be made an official part of and placed at the beginning of the document.

ORIGINAL RESPONSE OF COMMISSION FOR VOCATIONAL EDUCATION

We (The Commissioners) agree with this recommendation and plan to include in the Fiscal 1977 State Plan additional instructions on how to read and interpret the Plan.

ACTION TO DATE

Commission staff is working on a brief description at the beginning of the document followed by a more detailed explanation for each section.

ADVISORY COUNCIL COMMENT

The Advisory Council felt from the Commission's original response to the recommendation that implementation of the recommendation would be reflected in the FY 1977 State Plan. To date there is no evidence that the recommendation has been implemented either via the FY 1977 State Plan or in the preparation of the FY 1978 State Plan.

RECOMMENDATION

12. The Commission for Vocational Education should incorporate into the Washington State Plan for Vocational Education, Part I, the minimum guidelines or criteria that activities must meet in order to qualify as "leadership development activities" referred to in Section 3.3, of Part I.

ORIGINAL RESPONSE OF COMMISSION FOR VOCATIONAL EDUCATION

...(This recommendation) relates to minimum standards--for "leadership development activities."

We (The Commissioners) agree that program standards within the State Plan should be developed to an adequate level of detail, and this item will be considered for inclusion in the 1976-77 planning cycle.

ACTION TO DATE

No action has been taken

ADVISORY COUNCIL COMMENT

"As a part of its responsibility for the Washington State Plan for Vocational Education, the State Commission began a review of Part I, the Administrative Provisions, of the State Plan. Public hearings were held as sections were reviewed, and revisions were adopted in sections: 1.0, Name and Organization of CVE; 1.10C, Economically Depressed Areas or High Unemployment Areas; 1.10D, Areas of High Youth Unemployment of School Dropouts; 1.2, Public Hearings; 1.6, State Reports; 1.8, Vocational Education Under Contract; 1.9, Construction Requirements; 2.0, Fiscal Control; 4.0, Vocational Education Programs for the Disadvantaged; 5.0, Research and Training; 6.0, Exemplary Programs and Projects; 7.0, Residential Vocational Schools; 8.0, Consumer and Homemaking; 9.0, Cooperative Vocational Education; and 10.0, Work Study Programs."[5]

Since public hearings have not yet been held on Section 3.3, of Part I of the State Plan, the Advisory Council has no specific comments regarding Commission action to date on this recommendation.

RECOMMENDATION

13. Tables 4 and 5 of the Washington State Plan for Vocational Education, Part II, should be supplemented with information that shows the numbers and percentage of students by U.S. Office of Education Code enrolled in student leadership activities meeting minimum guidelines, as compared with total possible preparatory enrollments for each occupational section.

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[5]Fiscal Year 1976 Annual Descriptive Report, Washington State Commission for Vocational Education, Pg. 6.

ORIGINAL RESPONSE OF COMMISSION FOR VOCATIONAL EDUCATION

We (The Commissioners) will consider the inclusion of data regarding the percentage of students enrolled in leadership activities compared with total program enrollments as a part of future State Plans. Prior to such inclusion, however, definitions and data formats will need to be developed and agreed upon.

ACTION TO DATE

Commission staff was not able to incorporate these measures in the Fiscal 1977 Washington State Plan for Vocational Education, Part II. The Commission staff hopes to incorporate the recommended data into the Availability of Vocational Education section of the Fiscal 1978 State Plan, Part II.

In reference to Fiscal 1977 State Plan, Section II-1 through II-27, the x's would be replaced by two numbers for each section. The first number would represent enrollment and the second number would be the number of each student group.

According to Commission staff this alternative has the following advantages: First, it continues to build on geographical data, and second, it avoids any tampering with Federal tables--a real concern of the USOE, Region X office.

ADVISORY COUNCIL COMMENT

The Advisory Council wishes to point out that until minimum standards are established for defining "leadership development activities," this recommendation cannot be completely implemented. The Commission staff seems to assume that the recognized vocational student organizations presently in existence are synonymous with the phrase "leadership development activities." The Advisory Council strongly endorses that assumption until such time as minimum standards are specifically detailed and incorporated into Part I.

SECTION II

ISSUES/NEEDS IN VOCATIONAL EDUCATION

For many years the Advisory Council has attempted to provide meaningful input into statewide long-range planning for vocational education. However, the Advisory Council's impact on planning has been, to date, minimal if not non-existent. In an attempt to impact vocational education planning, the Council sought out the needs of the state's citizens. On February 11, 1976, the Advisory Council held its first Public Hearing on Vocational Education. The Hearing was not held to meet federally-mandated requirements that the Advisory Council hold at least one public meeting per annum. State legislation, in fact, requires that all Advisory Council meetings be "public" meetings. The purpose of the "public hearing" was:

- to provide opportunity for citizens to express their needs, priorities and concerns for vocational education
- to provide an opportunity for citizens to have input into statewide long-range planning for vocational education
- to provide an opportunity for Council members to become better acquainted with the needs and concerns for vocational education as expressed by citizens across the State of Washington

Testimony received from over sixty persons indicated that, in general, there is a need:

- to provide opportunity for all students to participate in vocational education
- to increase communication among business and industry and vocational education
- to provide for placement and follow up of vocational students
- to involve business and industry in the educational process
- to increase vocational education enrollment to provide for manpower needs
- to provide and strenghten vocational guidance and counseling programs
- to establish articulation among all programs of vocational education, regardless of educational level
- to strengthen public relations programs and continue to work toward erasing the stigma that some have associated with vocational education
- to provide for sufficient funding of vocational programs at both the state and local levels to meet the manpower and human needs of the state

The specific issues presented and needs expressed at the Council's Public Hearing are presented on the following pages.

CATEGORY: ORGANIZATION AND ADMINISTRATION

1. Issue/Need: Appropriate and continued administration of programs to ascertain that expenditures have, in fact, gone toward the maintenance and expansion of vocational education.

   Source: Mrs. Joyce Hamilton
   Home and Family Life Section
   Washington Vocational Association

2. Issue/Need: Increased staff for Business and Office Education in the Office of the Superintendent of Public Instruction.

   Source: Mrs. Georgialee Smithpeters
   Washington State Business Education Association

3. Issue/Need: Local emphasis (local autonomy, local guidelines and local control of vocational education) to continue in vocational education program planning, program development, budget determination, goal setting and evaluation of programs.

   Source: Mr. William D. Olson
   Local Advisory Committee Member

4. Issue/Need: Establish some kind of control over proprietary vocational schools.

   Source: Mr. Louis Stewart
   Washington Labor Council

5. Issue/Need: Limit or restrict vocational technical institute areas of service only insofar as a request is made to them to provide service.

   Source: Mr. Wray Newkirk
   Local Advisory Committee Member

6. Issue/Need: Commission for Vocational Education to be the agency responsible for managing those functions that serve all disciplines and educational levels of vocational education.

   Source: Dr. F. Ross Byrd, President
   Washington Vocational Association

7. Issue/Need: Commission for Vocational Education be given ample opportunity to establish itself as the single state agency responsible for supervising the State Plan for Vocational Education.

   Source: Dr. F. Ross Byrd, President
   Washington Vocational Association

8. Issue/Need: Realign the vocational education system in the state and separate vocational training into two categories:

(1) training at the high school level
(2) training at the post-high school level

Source: Mr. George Wessel
Self-employed Professional

CATEGORY: FEDERAL AND STATE POLICY AND FINANCING

1. Issue/Need: State Plan which is equally applicable in plain, clear, concise language to high schools, vocational technical institutes, community colleges, multi-district occupational skills centers, quasi-public schools and proprietary schools where public money is used, and so long as they are getting vocational education money, even the four-year colleges that have what they call vocational education programs.

Source: Mr. Louis Stewart
Washington Labor Council

2. Issue/Need: Develop a comprehensive Washington State Plan for Vocational Education which addresses the interaction of vocational education and CETA programs.

Source: Mr. Ike Turner
Seattle Opportunities and Industrialization Center

3. Issue/Need: Set priorities in the Washington State Plan for Vocational Education for expenditure of Public Law 90-576, Part B Funds which are earmarked for special needs persons, such as the "handicapped" and "disadvantaged."

Source: Mr. Mike Wilson
Washington Association for Retarded Citizens

4. Issue/Need: Language in the State Plan which makes it clear that each and every vocational education program should have a bona fide Advisory Committee representing equally employers and employees of that trade.

Source: Mr. Louis Stewart
Washington Labor Council

5. Issue/Need: Washington State Plan for Vocational Education to describe how efforts to serve the "disadvantaged" population of Washington State will be coordinated among agencies.

   Source: Mr. Ike Turner
   Seattle Opportunities and Industrialization Center

6. Issue/Need: Washington State Plan for Vocational Education to provide for equality of treatment for all delivery systems as it relates to such concerns as funding, certification, program approval and other items.

   Source: Mr. Wray Newkirk
   Local Advisory Committee Member

7. Issue/Need: One single, unified, coordinated, comprehensive system of vocational education through a single, unified, coordinated State Plan.

   Source: Mr. Louis Stewart
   Washington Labor Council

8. Issue/Need: Increased vocational dollars to keep in line with the demands of increased enrollments and additional classes in both useful and gainful Home and Family Life programs.

   Source: Mrs. Joyce Hamilton
   Home and Family Life Section
   Washington Vocational Association

9. Issue/Need: Increase appropriations for vocational education with continued categorical support for the occupation of homemaking.

   Source: Mrs. Joyce Hamilton
   Home and Family Life Section
   Washington Vocational Association

10. Issue/Need: Accountability in the administration of federal setaside funds under Public Law 90-576 for the disadvantaged.

    Source: Mr. Thomas Ybarra
    State Board for Community College Education

11. Issue/Need: An annual report accounting specifically for the quantitative and qualitative measurable outcomes as regards the earmarked funds for "disadvantaged" as spelled out in Public Law 90-576.

Source: Mr. Roy Flores
State Board for Community College Education

12. Issue/Need: First-year typing courses offered in high schools to be vocationally approved and vocationally funded.

Source: Mrs. Georgialee Smithpeters
Washington State Business Education Association

13. Issue/Need: Set aside funds on a categorical basis to assure that the secondary migrant student receives the benefits of vocational education like every other student in the state.

Source: Mr. Raul De La Rosa, State Supervisor
Migrant Education
Superintendent of Public Instruction

14. Issue/Need: Policy which establishes funding formulas that allocate vocational education funds to community-based organizations that are already dealing with the problems of reaching the migrant seasonal farm worker.

Source: Mr. Antonio Cardinez
Northwest Rural Opportunities

15. Issue/Need: Earmark a certain percentage of vocational education funds for the adult migrant and the adult in a population that either has a problem with the language or the culture.

Source: Mr. Samuel Martinez
Center for Employment Training

16. Issue/Need: Fund key Asian-American organizations equipped to provide successful pre-vocational education services to Asian-Americans.

Source: Mr. Roy Flores
State Board for Community College Education

17. Issue/Need: Recognize community-based organizations as agencies which should be considered as possible recipients of vocational education funds.

Source: Mr. Samuel Martinez
Center for Employment Training

18. Issue/Need: Chicanos who require skills upgrading to receive it by directing funds for pre-vocational training to key community-based organizations that have the unique human resources to effectively serve the target group(s).

Source: Mr. Thomas Ybarra
State Board for Community College Education

19. Issue/Need: Encourage and fund cooperative skill centers on a state-wide basis.

Source: Mr. Harvey Kaul
Washington Association of Common School Vocational Programs

20. Issue/Need: Retain the point two funding since it allows the local district to allocate vocational funds to a portion of the vocational program on a need basis rather than by a fixed revenue formula.

Source: Mr. Harvey Kaul
Washington Association on Common School Vocational Programs

21. Issue/Need: Increased state funding of vocational education in Washington State.

Source: Mr. Steve Van Ausdle
Washington State Community College Vocational Directors Council

22. Issue/Need: Higher levels of funding for vocational education in the State of Washington.

Source: Mr. Karl Jonasson
Local Advisory Committee Member

23. Issue/Need: An upward adjustment in the funding level for vocational technical institutes in order for them to continue to provide quality training.

Source: Mr. Wray Newkirk
Local Advisory Committee Member

24. Issue/Need: Establish policy so that funds from Public Law 90-576, Part D, accomplish their function; i.e., to make vocational education programs available to all who need it, including those who need special assistance.

Source: Mr. Mike Wilson
Washington Association for Retarded Citizens

25. Issue/Need: Continue excess funding for vocational education.

Source: Mrs. Georgialee Smithpeters
Washington State Business Education Association

26. Issue/Need: Rescind monies to community college districts not conforming to the federal guidelines pertaining to Public Law 90-576.

Source: Mr. Roy Flores
State Board for Community College Education

27. Issue/Need: Local community involvement in the formulation of community college district plans to expend the setaside monies for "disadvantaged" as earmarked in Public Law 90-576.

Source: Mr. Roy Flores
State Board for Community College Education

28. Issue/Need: Fifty-percent mandatory placement rate as the approval criteria for continued funding of a training program.

Source: Mr. Samuel Martinez
Center for Employment Training

29. Issue/Need: Continue to provide vocational education funding to local school districts based on a flat per-pupil amount for each full-time equivalent vocational student versus the use of a different ratio for each of the different vocational program areas when determing vocational education funding for local school districts.

Source: Mr. William D. Olson
Local Advisory Committee Member

30. Issue/Need: Insure that vocational education fulfills the needs of students by insuring adequate funding from the state for vocational education.

Source: Ms. Karen Cooper
Local Advisory Committee Member

31. Issue/Need: Actively support special funding earmarked for vocational education to offset the added cost of quality programs.

Source: Mr. Richard Calkins, Chairman
Local Advisory Committee

32. Issue/Need: Additional monies to support increased vocational training which prepares persons for jobs in the health care industry.

Source: Ms. Pat Retallick
Local Advisory Committee Member

33. Issue/Need: Excess funding to support vocational education programs.

Source: Dr. F. Ross Byrd, President
Washington Vocational Association

34. Issue/Need: Establish policy which assures equal opportunity for all in vocational education, and which provides for increased non-White participation in traditionally all-White vocational programs.

Source: Mr. Roy Flores
State Board for Community College Education

35. Issue/Need: Adequate provision to be made to protect the public from fraudulent and/or deceptive practices in vocational education whether such practices exist in the public or private education sectors.

Source: Dr. F. Ross Byrd, President
Washington Vocational Association

CATEGORY: HANDICAPPED, DISADVANTAGED AND SPECIAL NEEDS

1. Issue/Need: Develop programs which lead to meaningful employment.

Source: Mr. Lee Brock
Puget Sound Regional Minority
Affairs Consortium

2. Issue/Need: Vocational education process to actually train handicapped persons for the actual available job market.

Source: Mr. Mike Wilson
Washington Association for Retarded Citizens

3. Issue/Need: Quality vocational education and training to be available to all and not just to those for whom it can be conveniently provided.

Source: Mr. Mike Wilson
Washington Association for Retarded Citizens

4. Issue/Need: Relevance of vocational education to special needs students.

   Source: Mr. Mike Wilson
   Washington Association for Retarded Citizens

5. Issue/Need: Commission for Vocational Education to establish a planning and evaluation committee on vocational education needs of the handicapped wherein said committee would have the following responsibilities:

   (A) Defining the nature and extent of the need

   (B) Defining policies, practices and procedures that will serve that need

   (C) Suggesting priorities for the use of resources and evaluating the use of resources

   Source: Mr. Paul Dziedzic, Executive Secretary
   Governor's Committee on Employment of the Handicapped

6. Issue/Need: Implement new and improved vocational education for those who have left the traditional school system.

   Source: Mr. Arthur A. Binnie, Executive Director
   Commission for Vocational Education

7. Issue/Need: Concerted effort by vocational educators and experienced community-based organizations to improve the service to the "disadvantaged" community.

   Source: Mr. Ike Turner
   Seattle Opportunities Industrialization Center

8. Issue/Need: School districts in planning and developing programs to allow for flexible entry into the programs by the mobile migrant student.

   Source: Mr. Raul De La Rosa, State Supervisor
   Migrant Education
   Superintendent of Public Instruction

9. Issue/Need: Set up a committee, other than the Governor's Task Force on Agricultural Workers, to study the Washington State migrant population and farm working population and the educational needs of these population groups.

   Source: Mr. Manuel Olivas
   Chicano Education Association

10. Issue/Need: Develop an all-Indian vocational technical research and development section in the various U.S. Office of Education regions to assist Indian communities in identifying vocational education needs, creating vocational information centers and courses that are relevant to reservation needs and in forming a vocational education instructor pool.

Source: Mr. Leroy L. Seth
State Board for Community College Education

11. Issue/Need: Asian-English bilingual education, both in public school systems and also in vocational education.

Source: Mr. Andre Loh
Governor's Commission on Asian-American Affairs

12. Issue/Need: Vocational education teachers and counselors in the future to be required to take ethnic studies for the purpose of sensitizing themselves to the problems faced by ethnic minorities.

Source: Mr. Andre Loh
Governor's Commission on Asian-American Affairs

13. Issue/Need: Pre-vocational training (including English as a second language) to be provided to adults of limited English speaking ability to allow said persons to be able to take full advantage of existing vocational education.

Source: Mr. Arthur Wang
Tacoma Community House and
Pacific/Asian Coalition

14. Issue/Need: Utilize private community-based agencies in developing pre-vocational programs for the Asian immigrant population.

Source: Mr. Arthur Wang
Tacoma Community House and
Pacific/Asian Coalition

Mr. Robert Krisologo
Employment Opportunities Center, Seattle

15. Issue/Need: Make "pre-vocational instruction for persons of limited English speaking ability" a priority in the allocation of Part D Funds (Public Law 90-576) for exemplary programs.

Source: Mr. Arthur Wang
Tacoma Community House and
Pacific/Asian Coalition

16. Issue/Need: Develop and/or disseminate and utilize assessment devices which measure language skills necessary for a job and vocational skills which may or may not be directly translatable and transferable from a foreign culture.

Source: Mr. Arthur Wang
Tacoma Community House and
Pacific/Asian Coalition

17. Issue/Need: Qualified bilingual ethnic minorities (Chinese, Filipino, Japanese, Korean, Samoan and Indo Chinese) to be recruited for faculty and staff positions in vocational education departments.

Source: Mr. Robert Krisologo
Employment Opportunities Center, Seattle

18. Issue/Need: Initiate programs to meet the bilingual/ bicultural needs of Asian-Americans.

Source: Mr. Roy Flores
State Board for Community College Education

19. Issue/Need: Community college districts to begin to plan for bilingual vocational programs for the increasing number of Filipino, Chinese, Korean, Samoan and Vietnamese residents.

Source: Mr. Roy Flores
State Board for Community College Education

20. Issue/Need: Bring about a wider array, not whiter array, of faculty, staff and students whose complexions and cultures are not Anglo into vocational education.

Source: Mr. Lee Brock
Puget Sound Regional Minority
Affairs Consortium

21. Issue/Need: Bring about curriculum modification to depict the contributions of people of color in the "world of work."

Source: Mr. Lee Brock
Puget Sound Regional Minority
Affairs Consortium

22. Issue/Need: Develop tutorial and other supportive services, including pre-vocational programs, that will enhance entry and retention of minority students into vocational programs.

Source: Mr. Lee Brock
Puget Sound Regional Minority
Affairs Consortium

23. Issue/Need: All vocational programs to reserve slots for Chicano students so as to achieve and maintain al equitable balance.

Source: Mr. Thomas Ybarra
State Board for Community College Education

CATEGORY: NEEDS ASSESSMENT AND FORECASTING

1. Issue/Need: Correlate job forecasts in training programs.

Source: Ms. Jean Harris-Marks
State Board for Community College Education

2. Issue/Need: Delivery system within the state that will provide short and long-range manpower data.

Source: Dr. George A. Robinson

CATEGORY: PLANNING AND MANAGEMENT INFORMATION SYSTEMS

1. Issue/Need: Establishing common definitions.

Source: Mr. William D. Olson
Local Advisory Committee Member

2. Issue/Need: Improve the planning and reporting system for vocational education in the state.

Source: Mr. William D. Olson
Local Advisory Committee Member

3. Issue/Need: Develop an efficient method of gathering information for planning and management (including follow up) and funding the process so that the process will not be an added financial burden to local districts.

Source: Mrs. Joyce Hamilton
Home and Family Life Section
Washington Vocational Association

CATEGORY: EVALUATION AND FOLLOW UP

1. Issue/Need: Establish for each vocational education program, completely defined training objectives, standards of performance and competency-based tests to measure the students' skill/ability levels prior to/during and upon completion of the program.

Source: Mr. Mike McGowan, General Manager
Klauser Corporation

2. Issue/Need: State follow-up design (three or four-year longitudinal survey) to follow up on students who have completed vocational programs.

   Source: Mr. John W. Holmes
   Shelton Public School District

3. Issue/Need: Placement and follow up to adequately stimulate and evaluate vocational programs.

   Source: Mr. Harvey Kaul
   Washington Association of Common School Vocational Programs

4. Issue/Need: Planners to examine all institutions in terms of comprehensive programs of counseling, assessment, evaluation and follow up as well as recruitment.

   Source: Ms. Jean Harris-Marks
   State Board for Community College Education

5. Issue/Need: Effective vocational programs which monitor and provide the means for program accountability.

   Source: Ms. Jean Harris-Marks
   State Board for Community College Education

6. Issue/Need: Eliminate duplicative costs for administration so that more services can be provided to communities.

   Source: Rev. Robert M. Yamashita
   Tacoma Community House

7. Issue/Need: On-going evaluation of the delivery of services to the field by all state vocational education agencies and other agencies with administrative responsibility for vocational education programs.

   Source: Dr. F. Ross Byrd, President
   Washington Vocational Association

8. Issue/Need: State level accountability in vocational education, including fiscal accountability.

   Source: Mr. Mike Wilson
   Washington Association for Retarded Citizens

9. Issue/Need: Vocational educators to become better managers.

   Source: Mr. Steve Van Ausdle
   Washington State Community College
   Vocational Directors Council

10. Issue/Need: Identify the benefits of vocational education so that it can quantitatively be shown what the economic and social benefits of vocational education are to the state.

    Source: Mr. Steve Van Ausdle
    Washington State Community College
    Vocational Directors Council

CATEGORY: LOCAL ADVISORY COMMITTEES

1. Issue/Need: Extensively use citizen advisory committees to help vocational educators plan for today's job requirements.

   Source: Mr. C. Ralph Titchenal
   Spokane Falls Community College

2. Issue/Need: Local advisory committees to be set up and to function in fact rather than just on paper.

   Source: Mrs. Georgialee Smithpeters
   Washington State Business Education Association

3. Issue/Need: Establish community college district advisory groups in the planning, implementation and evaluation of their "disadvantaged" federal vocational monies.

   Source: Mr. Roy Flores
   State Board for Community College Education

4. Issue/Need: Maintain and preserve local autonomy and authority regarding the initiation (planning/development/implementation) and operation of local vocational programs through the continued use of local advisory committees.

   Source: Mr. Karl Jonasson
   Advisory Committee Member

5. Issue/Need: Local advisory committee to be directly involved in making recommendations and giving advice regarding vocational education program planning, program development, budget determination, goal setting and evaluation of the vocational programs.

   Source: Mr. William D. Olson
   Local Advisory Committee Member

6. Issue/Need: Use advisory committees to coordinate community support with school programs.

   Source: Ms. Karen Cooper
   Local Advisory Committee Member

7. Issue/Need: Joint Apprenticeship and Training Committee to be the advisory committee for the job market area where a program leads to entry into or upgrading in an apprenticeable craft.

   Source: Mr. Louis Stewart
   Washington Labor Council.

8. Issue/Need: Only one advisory committee in a given job market area advising vocational education programs preparing persons for or upgrading persons in a given trade.

   Source: Mr. Louis Stewart
   Washington Labor Council

9. Issue/Need: Vocational teachers to have regular opportunities for interaction with advisory committees.

   Source: Dr. F. Ross Byrd, President
   Washington Vocational Association

CATEGORY: GUIDANCE, COUNSELING AND PLACEMENT

1. Issue/Need: In-service/seminar/industry tours to acquaint counselors with the world of work.

   Source: Mrs. Joyce Hamilton
   Home and Family Life Section
   Washington Vocational Association

2. Issue/Need: Strengthen existing counseling and guidance services by requiring in-service training for staff personnel to familiarize and orient students about the different values, mores and lifestyles of non-White target groups.

   Source: Mr. Lee Brock
   Puget Sound Regional Minority
   Affairs Consortium

3. Issue/Need: All guidance personnel to be required to learn more about vocational education so they can better counsel their students.

   Source: Mr. C. Ralph Titchenal
   Spokane Falls Community College

4. Issue/Need: Counseling and follow-up support services as regards vocational education programs offered in community colleges.

   Source: Mr. Thomas Ybarra
   State Board for Community College Education

5. Issue/Need: Counselors to become more aware of student needs in vocational education.

   Source: Mrs. Joyce Hamilton
   Home and Family Life Section
   Washington Vocational Association

6. Issue/Need: Provide a valuable service to both the community and industry by actively encouraging both minorities and females to enter those skilled trades where they have not historically been represented.

   Source: Mr. Robert Steinfeldt
   Local Advisory Committee Member

7. Issue/Need: Asian-American counselors in vocational education, especially in King and Pierce counties.

   Source: Mr. Roy Flores
   State Board for Community College Education

8. Issue/Need: Good, hard data that vocational educators can share with students on employment opportunities.

   Source: Mr. Steve Van Ausdle
   Washington State Community College
   Vocational Directors Council

CATEGORY: PROFESSIONAL DEVELOPMENT AND TEACHER CERTIFICATION

1. Issue/Need: Home Economics teachers' (secondary and post-secondary levels) need for continuous in-service and graduate degree programs to upgrade skills essential to the preparation for the occupation of homemaking and home economics-related fields.

   Source: Consortium of Home Economics Teacher Educators of the Four-Year Institutions in Washington State

2. Issue/Need: Vocational educators to actively participate in those decisions that affect their specific fields, especially active participation in the establishment of vocational certification requirements.

   Source: Dr. F. Ross Byrd, President
   Washington Vocational Association

3. Issue/Need: Provide sources of teacher certification, not only to public institutions, but private institutions as well.

   Source: Mr. Walt Greenly, President
   Pacific Northwest Business School Association

4. Issue/Need: An individual to be able to become vocationally-certified (i.e., obtain a one-year vocational cerfificate) when he/she qualifies for that certificate versus having to wait until after he/she is hired to teach.

   Source: Dr. James H. Erickson, Dean
   School of Professional Studies
   Central Washington State College

5. Issue/Need: Quality and diversity of work experience--and the demonstrable competencies of the individual--to be the evaluative criteria for vocational certification rather than the mere collection of "X" number of hours of work experience.

   Source: Dr. James H. Erickson, Dean
   School of Professional Studies
   Central Washington State College

6. Issue/Need: Responsibility of the state's vocational education system to recruit, train and hire bilingual/bicultural vocational instructors.

   Source: Mr. Arthur Wang
   Tacoma Community House and
   Pacific/Asian Coalition

7. Issue/Need: Vocational instructors to be sensitized to the cultures, values and unique learning requirements of Chicano students to enable them to account for Chicano student needs in their teaching strategies and techniques.

   Source: Mr. Thomas Ybarra
   State Board for Community College Education

8. Issue/Need: In-service training for school administrators to make them more aware and knowledgeable about vocational education.

   Source: Mr. C. Ralph Titchenal
   Spokane Falls Community College

9. Issue/Need: Identify competencies that a vocational teacher should possess.

Source: Mr. Robert Schroedl
Trade, Industrial Technical and Health Occupations Section
Washington Vocational Association

10. Issue/Need: Provide teacher training in local settings at the local level.

Source: Dr. Fred Miner
Clover Park Vocational Technical Institute

11. Issue/Need: Educational and experience standards for vocational instructors who work with disadvantaged and handicapped students.

Source: Mr. Mike Wilson
Washington Association for Retarded Citizens

12. Issue/Need: School administrators to encourage participation of their teachers by observing uniform in-service dates, or releasing teachers to attend meetings on those days and budgeting for financial assistance for those attending.

Source: Mrs. Georgialee Smithpeters
Washington State Business Education Association

13. Issue/Need: Pre-service and in-service teacher education programs to have a mandatory requirement in multi-cultural awareness.

Source: Mr. Roy Flores
State Board for Community College Education

14. Issue/Need: Overall organization and long-range planning of the professional teacher education program.

Source: Mr. Jerry Burwell, Associate Professor
Western Washington State College

15. Issue/Need: An organized and integrated program of pre-service and in-service vocational teacher education programs.

Source: Dr. F. Ross Byrd, President
Washington Vocational Association

16. Issue/Need: Pre-service training to include job requirement training.

Source: Mr. C. Ralph Titchenal
Spokane Falls Community College

CATEGORY: FACILITY UTILIZATION

1. Issue/Need: Vocational facilities adequate to meet the increasing enrollment demands within local programs.

   Source: Mr. Karl Jonasson
   Local Advisory Committee Member

2. Issue/Need: State to provide matching funds for construction and expansion of the vocational technical institutes.

   Source: Mr. Wray Newkirk
   Local Advisory Committee Member

   Mr. Irv Pfeiffer
   Local Advisory Committee Member

3. Issue/Need: Legislative appropriation specifically designed to provide funds for replacing worn out or obsolete equipment in vocational technical institutes.

   Source: Mr. Wray Newkirk
   Local Advisory Committee Member

   Mr. Irv Pfeiffer
   Local Advisory Committee Member

CATEGORY: COMMUNICATIONS AND ARTICULATION

1. Issue/Need: Design systems to bring about greater cooperation and articulation among public education, private education and community-based organizations involved in preparing people for the world of work.

   Source: Mr. Arthur A. Binnie, Executive Director
   Commission for Vocational Education

2. Issue/Need: Joint inter-agency program planning and a comprehensive, integrated delivery system as regards vocational education.

   Source: Ms. Jean Harris-Marks
   State Board for Community College Education

3. Issue/Need: Involve the community and non-traditional training agencies in the delivery of vocational education.

   Source: Ms. Jean Harris-Marks
   State Board for Community College Education

4. Issue/Need: Provide better methods for the articulation of curricula from industry to schools, delivery systems to delivery systems and from state to state.

   Source: Mr. Robert Schroedl
   Trade, Industrial Technical and Health Occupations Section
   Washington Vocational Association

5. Issue/Need: Continued expansion of the inter-disciplinary concept, for both training of teachers and development of curriculum.

   Source: Mrs. Joyce Hamilton
   Home and Family Life Section
   Washington Vocational Association

6. Issue/Need: Develop and expand the articulation concept by all delivery systems, K-14.

   Source: Mrs. Joyce Hamilton
   Home and Family Life Section
   Washington Vocational Association

7. Issue/Need: Program structure which makes it possible for teacher educators of the four-year institutions to work cooperatively with the personnel of the Superintendent of Public Instruction and community colleges.

   Source: Consortium of Home Economics Teacher Educators of the Four-Year Institutions in Washington State

8. Issue/Need: Work toward a comprehensive, unified vocational education delivery system, which will include the Office of the Superintendent of Public Instruction, operating in conjunction with the State Board for Community College Education, as well as the community-based educational support systems that exist within the state.

   Source: Mrs. C. J. Ollee
   Office of Superintendent of Public Instruction

9. Issue/Need: Identify task proficiencies based on clear cut performance standards and competencies as defined by industry.

   Source: Mr. Robert Schroedl
   Trade, Industrial Technical and Health Occupations Section
   Washington Vocational Association

CATEGORY: GENERAL IMPROVEMENTS IN VOCATIONAL EDUCATION

1. Issue/Need: Written and verbal commitment to vocational education by top administrators in local districts.

   Source: Mrs. Joyce Hamilton
   Home and Family Life Section
   Washington Vocational Association

2. Issue/Need: Encourage the citizens, the State Legislature and those in state agencies responsible for vocational education to set as long-term goals the continued growth of secondary level vocational education.

   Source: Mr. Arthur A. Binnie, Executive Director
   Commission for Vocational Education

3. Issue/Need: Adequately fund and assist the small school district so it may deliver adequate vocational education.

   Source: Mr. Rod T. Hahn, Vocational Director
   Newport School District

4. Issue/Need: Develop individual training processes or methods adaptable to the rural or isolated secondary schools.

   Source: Mr. Harvey Kaul
   Washington Association of Common School Vocational Programs

5. Issue/Need: Stimulate our young people to want to work and to respect work and to understand the real work environment.

   Source: Mr. George Wessel
   Self-employed Professional

6. Issue/Need: Students, who work on jobs doing productive work as part of their school work, to be paid.

   Source: Mr. Louis Stewart
   Washington Labor Council

7. Issue/Need: Further develop strong parental and public attitude toward vocational education, and make information about the availability of vocational programs at all educational levels known.

   Source: Dr. F. Ross Byrd, President
   Washington Vocational Association

8. Issue/Need: Insure that vocational education continues to be an integral part of the entire educational process.

   Source: Mr. Richard Calkins, Chairman
   Local Advisory Committee

9. Issue/Need: Establish support and agreements with labor organizations to recognize and support vocational education, particularly at the secondary level.

   Source: Mr. Richard Calkins, Chairman
   Local Advisory Committee

10. Issue/Need: More publicity in the media regarding vocational education.

    Source: Mr. C. Ralph Titchenal
    Spokane Falls Community College

11. Issue/Need: Complete acceptance by students, staff and community, that vocational education is for the majority of students.

    Source: Mrs. Joyce Hamilton
    Home and Family Life Section
    Washington Vocational Association

12. Issue/Need: Greater effort toward developing Home and Family Life co-ed courses which answer the needs of the fellows.

    Source: Mrs. Joyce Hamilton
    Home and Family Life Section
    Washington Vocational Association

13. Issue/Need: Expansion in the Home and Family Life (gainful) program.

    Source: Mrs. Joyce Hamilton
    Home and Family Life Section
    Washington Vocational Association

14. Issue/Need: Consumer education to be viewed as an integral part of vocational education.

    Source: Dr. F. Ross Byrd, President
    Washington Vocational Association

15. Issue/Need: Provide funding and training for consumer education courses for all students.

    Source: Mrs. Georgialee Smithpeters
    Washington State Business Education Association

CATEGORY: CAREER EDUCATION

1. Issue/Need: Pre-vocational training, including proper information and counseling, on career choices for Asian immigrants.

   Source: Mr. Robert Krisologo
   Seattle Employment Opportunities Center

2. Issue/Need: Career counseling to help students determine their abilities, interests and desires.

   Source: Mrs. Joyce Hamilton
   Home and Family Life Section
   Washington Vocational Education

3. Issue/Need: Career counseling with specific standards for certification.

   Source: Mrs. Joyce Hamilton
   Home and Family Life Section
   Washington Vocational Association

4. Issue/Need: School systems in general to do an adequate job of career education.*

   Source: Mr. Robert Steinfeldt
   Local Advisory Committee Member

   * Career education is the total effort of public education and the community aimed at helping all individuals to become familiar with the values of a work-oriented society, to integrate these values into their personal value system and to implement these values in their lives in such a way that work becomes possible, meaningful and satisfying to each individual.

SECTION III

THE STATE'S VOCATIONAL EDUCATION GOALS AND PRIORITIES AS SET FORTH IN THE STATE PLAN

The format of this section of the report is in keeping with the guidelines established by the United States Office of Education. Evaluation is intended to focus on the state's goals and priorities as set forth in the Washington State Plan for Vocational Education regarding Fiscal Year 1976 activities.

Question: How valid and appropriate were the state's goals and priorities?

Response: In the Advisory Council's evaluation report regarding Fiscal Year 1975, the Council stated:

> "Although no scientific process was used to establish the overall state goals for vocational education, said goals have existed for several years and have been compatible with the declared purposes of Public Law 90-576. Those goals are: (a) to assure every person the opportunity to make meaningful career choices,(b) to assure that each person exiting from school will have salable skills, (c) to assist persons to maintain their employment and to progress within the occupational field, (d) to assist persons to assume their role of homemaker/wage earner and (e) to assist persons whose formal education and training had been interrupted to prepare themselves for entrance into employment...."[1]

The above evaluative statement is as appropriate and relevant to the Fiscal 1976 Washington State Plan for Vocational Education as it was to the Fiscal 1975 State Plan.

However, efforts were taken in Fiscal 1975 to make improvements in the goal-setting process of the statewide planning system. First, the Commission for Vocational Education (State Board for Vocational Education) adopted the following mission statement for vocational education:

> "The mission of vocational education in the State of Washington is to provide for all citizens ready access to vocational education which is of high quality, which is realistic in terms of actual or anticipated opportunities for gainful employment or useful employment in the home environment, and which is suited to their needs, interests and ability to benefit from such education within the capability of training institutions to provide such education."

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[1] Sixth Evaluation Report, Washington State Advisory Council on Vocational Education, December, 1975, Pg. 32.

Secondly, long-range goals and subgoals (Table I, Page 53) were developed by an Interagency Task Force comprised of representatives from the Office of the Superintendent of Public Instruction, State Board for Community College Education and the Commission for Vocational Education. The goals and subgoals were to be incorporated into the Fiscal Year 1977 Washington State Plan for Vocational Education, Part II.

In formulating the preliminary draft of goals and subgoals shown in Table I, input was solicited by the Commission for Vocational Education from the Advisory Council and other interested groups, such as local administrators of vocational education and representatives of handicapped and disadvantaged citizens. In its review of the drafted long-range goals and subgoals, the Advisory Council made several recommendations for modification or addition of goal statements. Those recommendations were reviewed and action was taken by the Interagency Task Force. The resulting Task Force action was as follows:

1. Goal #1, Subgoal c: Improve and extend vocational enrollments in preparatory and supplementary programs to reflect the demographic characteristics of the appropriate population. The Advisory Council recommended to strike the words "demographic charactertistics" and substitute the words "the needs." The Interagency Task Force agreed to the recommended change.

2. Goal #1, Subgoal d: Improve guidance and counseling services which will assist individuals in making and pursuing meaningful and informed occupational choices. The Advisory Council recommended that the word "vocational" precede the word "guidance." The Interagency Task Force agreed to the recommended change.

3. Goal #1, Subgoal g: Reduce sex stereotyping in student's occupational goals. The Advisory Council recommended the word "eliminate" be substituted for the word "reduce." The Interagency Task Force rejected the recommendation. The Task Force believed the word "eliminate" was too inclusive and that "to eliminate sex stereotyping" was not achievable. The Task Force also believed that sex stereotyping was proper and desirable in some jobs.

4. Goal #2, Subgoal h: To develop the process of instruction in vocational curriculum which pretests students at the beginning of vocational courses and post-tests them at the end of said courses. The Advisory Council recommended that the preceding subgoal statement be added under Goal #2. The Interagency Task Force rejected the subgoal statement because it believed the selection of tracking methods and processes should be made at the decision of local education agencies.

5. Goal #4, Subgoal c: Expand cooperative programs through employment of students in the occupational setting for which their training is designed. The Advisory Council recommended that the word "educational" be inserted after the word "cooperative." The Interagency Task Force felt the recommendation was justified and further recommended that the words "vocational education" be used instead of the word "educational."

6. Goal #5, Subgoal i: Provide adequate training, retraining and upgrading of vocational educators. The Advisory Council recommended the addition of Subgoal i. The Interagency Task Force felt that teacher training was adequately covered under Goal #2, Subgoal c and, therefore, rejected the Council's recommendation.

In addition to setting goals, the establishment of priorities is also an important part of the statewide planning system. The application of priorities, once formed, affects the entire planning process from the formulation of problems to the final selection and implementation process. However, the methods by which priorities are decided remain elusive, and the point during the planning process at which priorities are decided is by no means clear.

Maybe we are asking too much when we ask that priorities be established at the state level. Yet, Section II of this report definitely points out that the citizens of the state feel there are specific needs and issues which should be addressed in vocational education. Even leaders at the national level have identified problems facing education. For example, six problems six problems or concerns facing education were identified by leaders attending the 1976 meeting of the Education Commission of the States in San Francisco. They included:

- Society expects the schools to do the entire job of preparing people for the world of work.

- There is little agreement as to what skills, attitudes and experiences best prepare a person for work and living.

- Our schools tend to emphasize either career learning or the liberal arts rather than a blend of the two.

- There are too few opportunities for people to continue to develop new skills and attitudes after they leave the formal education system.

- Given the existing financial problems faced by our educational system, it appears unlikely that our schools will be in a position to do any more toward resolving the problems of preparing people for work.

- Our society has a tendency to launch efforts toward solving the problems of jobs and life preparedness before the problems are carefully identified and defined.

In addition, to date federal vocational education funds have been allocated to delivery systems or activities, and the amount of dollars allocated has established the vocational education priorities of the state. In certain cases a federally-mandated requirement to qualify for the federal dollar has become a superimposed priority or a constraint within which the planner must work, e.g., that 15% of appropriations be spent on the disadvantaged. Do we continue to accept federally-mandated setasides as the state's sole legitimate list of priorities? Or, do we face the real problems that exist and establish state-level priorities? As the Advisory Council stated in its last evaluation report:

> "...The desirable situation, yet to be achieved, is a system by which priorities can be established and resource allocation guidelines can be implemented to assure funding of the established priorities."[2]

The above facts regarding priorities were reiterated in an audit conducted by the U.S. Department of Health, Education and Welfare regarding vocational education in Washington State. The official audit report, released in June, 1976, stated:

> "...Federal VEA Part B funds are provided to states for the specific purpose of assisting them in conducting programs of vocational education which are designed to insure that education and training programs are available to all individuals who desire and need such education and training. To achieve this objective with available Federal funds, a determination of the overall state-wide vocational education needs and identification of priorities to meet such needs is essential. We found Federal funds were allocated instead on the basis of procedures primarily designed to maintain existing vocational education programs. Accordingly, certain vocational education needs were not considered in the allocation process and progress towards achievement of the overall VEA Part B objective was limited...."[3]

and

> "...We recommend that an allocation system be developed and implemented to assure distribution of limited Federal funds in accordance with identified priorities in state-wide vocational education needs. The allocation system should (i) identify the specific state-wide vocational education needs in light of the overall objective of the VEA Part B Program, (ii) set priorities for meeting these needs in accordance with annual and long-range plans and (iii) establish measurable objectives and interim milestones to evaluate the accomplishments and adequacy of annual allocations...."[4]

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[2] Ibid, Pg. 33.

[3] "Review of the VEA Part B Program as Administered by the Washington State Commission for Vocational Education," Department of Health, Education and Welfare, Region X, Seattle, Washington, June, 1976, Pg. 6.

[4] Ibid, Pg. 15.

Question: *Were the goals and priorities valid in terms of student needs and employment opportunities?*

Response: Vocational education program output and distribution of funds should have a stronger positive correlation with projected manpower demand. Table I of the State Plan compares projected labor demand in areas relating to vocational programs (i.e., agriculture, distribution and marketing, etc.) with projected supply from both vocational education programs and other educational or non-educational sources that supply people for the labor market. An analysis of the data below in Illustration I shows that excess labor supply is projected in two areas in Fiscal 1977 (business and office and technical) and an extreme excess labor demand is projected in two areas (distribution and marketing and trade and industrial):

ILLUSTRATION I[5]

OE CODE	INSTRUCTIONAL PROGRAM	PROJECTED EXPANSION/ REPLACEMENT NEEDS		PROJECTED LABOR SUPPLY/ PUBLIC & PRIVATE VOCATIONAL EDUCATION OUTPUT	
		1976	1977	1976	1977
	TOTAL	63,748	69,942	44,854	52,642
01.	Agriculture	4,037	5,038	1,959	2,912
04	Distribution & Marketing	13,706	15,108	5,057	6,885
07	Health	5,784	6,448	3,379	3,920
09	Home Ec-Gainful	1,627	1,708	920	1,088
14	Office	16,842	18,242	16,287	22,115
16	Technical	2,937	3,263	5,416	5,130
17	Trade & Industrial	18,815	20,135	11,836	10,592

While the emphasis of vocational education has shifted from occupations to people, a relationship needs to be established between the total number of students trained in an occupation and a forecast of the number of new jobs in that occupation.

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[5] Compiled from Table I's of Fiscal Year 1976 and 1977 Washington State Plan for Vocational Education.

In its last report, the Advisory Council stated that, "...If vocational education is to be provided for those 'individuals who need it, want it and are able to profit by it,' then possibly student needs must be considered in terms of employment demands. To profit from vocational instruction connotes that instruction must not only have personal value but monetary value in terms of potential employment."[6]

To consider student needs in any other way at this time is impossible. There is no way to validate the proposition that goals and priorities are valid in terms of "student needs." Validation will require an evaluation system which determines the extent to which program completers and leavers (1) find employment in occupations related to their training, (2) are considered by their employers to be well-trained and prepared for employment, (3) earn a wage commensurate with the wage customarily paid in the occupations related to their training at their level of experience, (4) progress in occupations of their choice, (5) are satisfied with their occupation and (6) are satisfied with the training they received.

Question: Were the goals and priorities sufficiently comprehensive in terms of specific population groups, such as disadvantaged, handicapped, returning veterans, adults, postseondary, etc?

Response: From testimony given at the Advisory Council's Public Hearing in February, 1976, one would have to state that any existing priorities are in no way sufficiently comprehensive in terms of meeting the needs of specific population groups.

According to the National League of Cities and United States Conference of Mayors, "...the economic problems affecting youth are an outgrowth of problems fundamentally linked to the inability of our major institutions to rearrange their priorities to accommodate youth, their values and their needs.

- Currently youth are insufficiently prepared during the school years for productive and satisfying work roles. Young people perceive that there is increasingly little correlation between education and a decent job.
- Youth have limited access to work and service experiences which afford productive earning and learning opportunities.
- Sufficient resources to meet special sector needs, e.g., the problems of female youth, status offenses, runaways and youth rights have not been allocated.
- Measurement tools for determining the learning and skill needs of youth are underused and reliable career and training information on present and projected manpower needs have not been adequately disseminated.

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[6] Sixth Evaluation Report, Washington State Advisory Council on Vocational Education, December, 1975, Pg. 33.

Too often, we have taken a patchwork approach to youth problems. While the work ethnic is accepted as a fundamental ingredient to the functioning of this society, young Americans are denied access to productive work roles...."[7]

Also, as stated in a major study on disadvantaged, "...Findings demonstrate that: (1) while difficult, successful vocational education for the disadvantaged is being demonstrated; (2) significant numbers of eligible students are not served; (3) the 15% 'setaside funds' are inadequate--12-20 times more could be expended effectively...."[8]

The ability to effectively assist the economically disadvantaged as well as other individuals requiring manpower services to a large extent depends on economic conditions. In 1975 the economy of both the state and nation were severely depressed. Total unemployment in Washington State for Fiscal 1976 is expected to average 149,800, or 9.7 percent of the labor force, up 27,200 and from 8 percent in Fiscal 1975.

Total employment should average 1,389,600 in Fiscal 1976, down 13,100 from the preceding year. Despite the loss, employment opportunities began to improve in the final half of Fiscal 1976, and this trend is expected to accelerate in Fiscal 1977. Total employment is expected to increase 40,900 in Fiscal 1977, while total unemployment may drop 13,400 to average 136,400 and 8.7 percent of the labor force.

Furthermore, the Commission, as in Fiscal 1975, continued its efforts to define segments of the population served by vocational education. However, the state still lacks specificity in terms of specific vocational education needs of specific population groups. In addition, the composition of the state's population is shifting.

"The age composition of the state's population has been shifting towards an older median for a number of years as the large number of persons born in the late 1940's and 1950's ages and as birth rates decline. In the 1950's and early 1960's the need was to provide schools and teachers for a greatly increased number of school-age youth. In the 1970's however, the need is to provide jobs for these persons as they complete their schooling and join the labor force. The fact that sufficient jobs have not been created for these individuals in part explains today's high unemployment rates. Between 1970 and 1975 the total population of the state rose 85,000 (uncorrected census data), but those of labor force age, ages 16 to 64, increased about 139,000. The trend towards a greater percentage of the population in the labor force will continue for a number of years and further

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[7] Taken from Youth Policy Position Paper prepared by National League of Cities and United States Conference of Mayors, Pgs. 1 and 2.

[8] Assessment of Need in Programs of Vocational Education for the Disadvantaged and Handicapped, Science Systems, Inc., Chapel Hill, North Carolina, December, 1975, Pg. iii.

increase competition for jobs. Between 1975 and 1977, projections indicate the total population of the state will increase by 93,600 or 2.7 percent, but the number of persons of labor force age is expected to expand by 92,400 or by 4.2 percent. Moreover, while most individuals 65 years of age and over are retired, many are not and wish to continue working or to find a job if they have been laid off. The 65 and over age group is also increasing faster than that of the general population. Between 1970 and 1975, the number in this age group rose 12.0 percent compared with a 2.4 percent gain in the overall population; and from 1975 through 1977, projections indicate a 5.6 percent increase in the 65 and over group compared with a 2.7 percent rise in the total population.

The proportion of nonwhites and other ethnic minorities is relatively small in Washington State compared with the nation, but it has been growing rapidly in recent years. Nonwhites accounted for 4.6 percent of the state population in 1970, 5.2 percent in 1975 and, by 1977, about 5.4 percent are expected to be nonwhite. Between 1970 and 1975, the state's population rose 61,600 and 23,300 of the gain was in the nonwhite population. Apparently most of those who left the state in the 1969-1973 period were unemployed white workers and their families, especially professionals and craftsmen who could afford to move.

The minority population of the state (nonwhites plus Spanish surname) increased even faster than the nonwhite group between 1970 and 1975, from 6.7 to 7.6 percent of the state's population. The nonwhite increase over the five-year period was 14.7 percent compared with a gain of 15.5 percent for the minority group as a whole. Blacks and persons of Spanish surname were the largest minority groups in the state. In 1975 they each accounted for approximately 31 percent of the state's 264,400 minority group members, while another 19 percent were Asians and 15 percent were American Indians...."[9]

Question: *Were the goals and priorities related appropriately to other manpower development in the state (e.g., private schools, industry, etc.)?*

Response: The State Plan must still be considered a compliance document versus a comprehensive operational plan. There is no apparent attempt made anywhere in the State Plan to coordinate public vocational education manpower output with that provided by the "other sectors output." Although (according to Commission for Vocational Education staff) efforts are being made to obtain accurate data on manpower output provided by private vocational schools, data input from private or proprietary schools in the state is practically nonexistent.

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[9] Washington State Annual Planning Report, 1976, Washington State Employment Security Department, July, 1976, Pgs. 6 and 7.

One of the most surprising omissions in the State Plan is the lack of emphasis given to manpower training being provided through the Comprehensive Employment and Training Act (CETA). True, minimum information is contained in the plan regarding manpower output from the Balance of State Prime Sponsor. But, it is difficult to understand how total manpower development in Washington State can adequately be covered in the State Plan when the impact of all CETA programs is given inadequate consideration because information on manpower output from all CETA prime sponsors is not collected.

The Washington State Council for Postsecondary Education also feels that there is a need to improve the planning process and relate the State Plan to total manpower development in the state. According to the Council on Postsecondary Education,

"Although the statute that created the CVE states that initial planning is to be accomplished by the secondary and post-secondary education systems, the CVE is responsible for developing and auditing the comprehensive state plan for vocational education. A logical inference is that the state plan should reflect the future direction of Washington vocational education as a whole. However, it appears that the draft plan (especially Section 4.0) entails two separate plans for two different segments of vocational education, without reconciling them at the postsecondary and adult levels. Additionally, no allowance is made for other vendors of post-secondary and adult vocational education in the state (the OIC's and the private vocational schools). Accordingly, it is not possible to readily perceive a total plan for vocational education.

While it is evident that each of the operating agencies should have a plan of its own, the state plan should be one which takes account of factors beyond the particular system in question. Such a plan would bring together the several plans into one comprehensive and integrated document, identifying the direction of the whole of vocational education at the postsecondary and adult levels. By ratifying the independent plans of the two public delivery systems the CVE risks diminishing its role to one of auditing the performance of the systems against what they say they will do and reduces its capacity to provide the leadership that is needed for vocational education in this state...."[10]

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[10] Taken from Washington State Council for Postsecondary Education Memorandum to Mr. Arthur A. Binnie, State Director, Commission for Vocational Education, dated June 23, 1976, containing comments of the Staff of the Council for Postsecondary Education on Part II (Adult and Postsecondary Levels) Washington State Plan for Vocational Education: Part II (Sections 1.0, 4.0, 5.0, and 7.0).

Question: *Were procedures set forth in the State Plan to accomplish each stated goal and/or objective or priority?*

Response: Table III of the Fiscal Year 1976 State Plan did set forth each major subgoal, listing an objective(s) to accomplish the subgoal and planned activities to achieve the objective, plus the estimated funding and the benefits to be derived from the accomplishment of the objective. However, in designing the Fiscal 1977 State Plan a new activity numbering system was implemented, and there appeared goals and objectives in the activity column of Table III. According to the staff of the Commission for Vocational Education,

"Efforts to develop comprehensive planning resulted in new goals and objectives. Goal 1, which addresses in part the purposes of vocational education, and Goals 2 through 5 which provide system support and are, by federal definition, support activities to be located in the activities column of Table 3.

It is desired to retain the identity of the goals and objectives, and for this reason they are organized in the activity column using a new numbering system. Using the number 5.2.3 as an example; the number 5 identifies goal 5, the number 2 identifies the second objective selected; the number 3 identifies this activity as the third in a sequence of activities required to accomplish the objective. In a limited number of cases, the objective itself serves as the activity statement. In this case, the activity is identified by only two digits...."

It seems contradictory that efforts to develop a comprehensive plan must, therefore, result in a more complex, less understandable plan. What is needed is a closer linkage between the elements of the plan so that an understanding is obtained of the relationship between objective, rationale, priorities, resources and jobs available.

Question: *To what extent were the state's goals met during the year under review, and to what extent and in what ways does this represent an improvement over last year?*

Response: Although relative accomplishment toward stated objectives can be measured to some degree, a quantitative analysis is impossible. For example, with the Fiscal Year 1976 State Plan, it still is not possible to obtain a breakout of costs associated with achieving each objective or the categorical funds that were invested in achieving given results. If we are truly to reach a point in time when dollars invested can be tracked from source to use, the methods of allocation and control of funds must be improved. Ideally, in tracking use of funds, one must know the types of services being purchased, who furnishes the service, how the service is delivered in terms of educational level and type of institution, and most important, who receives the service. Once these types of questions can be answered, then the accomplishments toward objectives can be ideally determined.

In the Fiscal 1976 State Plan there was a tendency to state all objectives in terms of enrolling a certain number or an additional number of students. This tendency became the rule when the Fiscal 1977 State Plan was assembled. Enrollment figures, indeed, are fairly easy to attain and maintain. However, enrollment figures are poor indicators of the types and quality of vocational education services provided to students. As the Department of Health, Education and Welfare reported,

"...Enrollment is not an indication of vocational education needs in and of itself. Under this method of allocation, little recognition is given to the differences in manpower needs, vocational education needs, relative ability to provide vocational education programs, and the excess costs of vocational education programs on a state-wide priority basis...."[11]

As of this date, the measure of accomplishment must consist of a description of what was done, regardless of cost and regardless of the greatest unmet needs. Such a description is contained in the 1976 Annual Descriptive Report on Vocational Education in the State of Washington, produced by the Commission for Vocational Education.

However, the descriptive report cannot be considered a substitute for what is desired--an accountability report. An accountability report which compares actual accomplishments to planned accomplishments using valid and reliable cost effectiveness data. We have summarized the accomplishments of vocational education as shown in Illustration II on the following page, since we don't seem to have a system that provides for a more relevant relationship between dollars expended and persons served.

Hopefully, the Advisory Council's recommendations presented to the Commission for Vocational Education last year (and as repeated in Section I) will be fully implemented. Implementation, in turn, will allow the Advisory Council to adequately respond to the question, "*To what extent were the state's goals met during the year under review, and to what extent and in what ways does this represent an improvement over last year?*"

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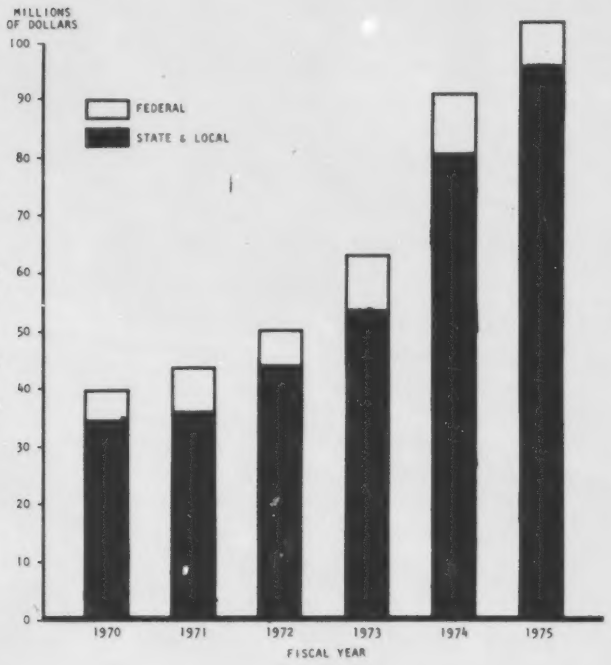
[11] Review of the VEA Part B Program as Administered by the Washington State Commission for Vocational Education, Department of Health, Education and Welfare, Region X, Seattle, Washington, June, 1976, Pg. 13.

ILLUSTRATION II [12]



DOLLARS IN THOUSANDS	FISCAL YEAR 1970	1971	1972	1973	1974	1975
STATE & LOCAL EXPENDITURES	$34,561	$36,436	$44,332	54,788	81,667	96,749
FEDERAL EXPENDITURES	3,824	7,222	6,178	9,172	10,599	7,984
TOTAL EXPENDITURES	38,385	43,658	50,510	63,960	92,266	104,463
NUMBER OF STUDENTS*	219,512	229,388	246,571	262,871	297,448	386,139

*EXCLUDES THOSE ENROLLED ONLY FOR GROUP GUIDANCE, BUT COUNTS A STUDENT FOR EACH DIFFERENT VOCATIONAL PROGRAM IN WHICH HE ENROLLS.

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[12] Source: Commission for Vocational Education

TABLE I

LONG RANGE GOALS AND SUBGOALS
Submitted March, 1976
to
WASHINGTON STATE ADVISORY COUNCIL ON VOCATIONAL EDUCATION

GOAL NO. 1:

To satisfy the training needs of vocational students in light of actual and/or anticipated employment opportunities, including homemaking.

(a) Provide special and meaningful vocational services to handicapped and disadvantaged persons which will enable them to participate in regular vocational training programs.

(b) Improve the content of curricula so that students have an opportunity to develop leadership skills and work attitudes as an integral part of their vocational programs.

(c) Improve and extend vocational education enrollments in preparatory and supplementary programs to reflect the demographic characteristics of the appropriate population.

(d) Improve guidance and counseling services which will assist individuals in making and pursuing meaningful and informed occupational choices.

(e) Increase the cooperation among public and non-public institutions involved in vocational education.

(f) Increase accessibility to a full range of vocational education programs.

(g) Reduce sex stereotyping in students' occupational goals.

GOAL #2:

To develop and employ approaches to vocational instruction which will increase the efficiency and effectiveness of learning.

(a) Insure the timely development and/or modification of objective-based vocational curricula in light of the skill requirements of existing and emerging occupations.

(b) Develop, implement and articulate curricula and methodology which will permit students to enter into, progress through and exit from vocational training as their specific needs may dictate.

(c) Increase the necessary technical and pedagogical professional development opportunities for vocational education personnel, including emphasis on meeting the educational needs of the handicapped and disadvantaged.

(d) Support practical research and exemplary programs which will have the potential to improve the effectiveness and efficiency of providing vocational education services to students.

(e) Establish reporting and accounting which allows comparability from one year to another and from one system to another.

(f) Improve follow-up procedures.

(g) Incorporate where applicable into the public vocational educational process, services and resources available in the community.

GOAL #3:

To provide the opportunity for all persons to assume or update their role of consumer and/or homemaker.

(a) Increase the articulation of programs so that persons completing their vocational skill training will be competent in the dual role of wage earner and homemaker.

(b) Assure development of programs which prepare and/or upgrade individuals for the occupation of homemaking.

GOAL #4:

To maintain and improve vocational program relevancy.

(a) Increase the availability and coverage of occupation and population data for use in annual and long-range planning and evaluation.

(b) To develop methodology which will assure the replacement of equipment and facilities in light of changing conditions within industry.

(c) Expand cooperative programs through employment of students in the occupational setting for which their training is designed.

(d) Expand programs using the community which will provide students with meaningful information about job availability, job characteristics and provide placement liaison with local employers.

(e) Reinforce the present advisory committee system.

GOAL #5:

To make the most efficient use of human and capital resources in vocational education.

(a) Increase the flexibility in the use of vocational education facilities.

(b) Develop procedures which will involve vocational education practitioners at all levels in the planning and policy-making processes.

(c) Develop management skills of vocational education administrative personnel.

(d) Improve the capability to manage resources to serve priority needs.

(e) Develop an understanding of the philosophy, principles and practices of vocational education on the part of administrators, school personnel and the public.

(f) Develop processes to review program progress in terms of stated objectives, and to evaluate objectives in terms of a reassessment of need.

(g) Improve the process for analyzing vocational program success.

(h) Improve student placement services.

(i) Provide adequate preservice education.

Source: Commission for Vocational Education

SECTION IV

THE EFFECTIVENESS WITH WHICH MANPOWER AND THEIR NEEDS ARE SERVED

The format of this section of the report is also in keeping with the guidelines established by the United States Office of Education. All questions and responses pertain to vocational education activities in the State of Washington during Fiscal Year 1976.

Question: Are valid data available for planning purposes (i.e., manpower needs, job opportunities and employer needs)?

Response: As stated by Mr. Mark Johnson, Executive Director, Washington Occupational Information Service,

"...The major difficulty has been to secure adequate (accurate, current and locally relevant) data to determine supply and demand of both job opportunities and training program needs. The demand data are based on a sampling of the 1970 census (outdated) and industrial information which doesn't differentiate between new entrants, transfers and promotionals. The supply data are hampered by lack of cooperation on the part of the proprietary schools."

In contrast, the Commission for Vocational Education staff indicate that improvements have been made in the use of valid planning data. According to Commission staff,

"To improve the needs assessment segment, the document on forecasted employer needs was extensively revised by an inter-agency task force on job opportunities forecasting. The most significant changes made in the earlier forecast document was the computerization of the computational process, clarification of the job titles and expansion of the number of jobs and U.S.O.E. programs included in the current report. The published report, 2nd Job Opportunities Forecast for the State of Washington, 1976-1982, has received general acceptance by vocational educators in the state.

Most of the forecasting improvement activities came under a special U.S. Commissioner's grant from Part C funding for local application of the forecast model. The February, 1976, deadline was extended to June 30, with the final report due September 30. The project's six subprojects were: a study of local community college planning and decision-making process carried out at Walla Walla Community College; development of a facility standards and capital analysis model by the State Board for Community College Education; a feasibility study on the demand forecast for supplemental vocational education programs conducted at eight community colleges; a study of the impact of economic activity on enrollment by

Edmonds Community College; development of an automated enrollment allocation model by the State Board for Community College Education and Washington State University; and revision of community college district programs and enrollment plans based upon the forecasts by the State Board for Community College Education.... Improvement of needs assessment also included a preliminary analysis of state-wide population needs. The effort identified demographic characteristics of the state's population of value for vocational education planning and quantified the characteristics."[1]

True, improvements have been made in the attainment and use of valid planning data. However, forecasting will remain inaccurate until net employment demand can be defined. That will require a definition of supply or output in terms of competent/skilled persons available to fill vacant positions in the employment (demand) sector.

Question: To what extent is there coordination of training among agencies?

Response: If the Washington State Plan for Vocational Education were truly a comprehensive planning document, it would reflect the extent to which agencies coordinate their training efforts. The State Plan, as a comprehensive planning document, would provide an analysis of the types of training and amount of output provided by various state-level agencies involved in training. Presently, the State Plan more closely represents a compliance document than a comprehensive planning document and, hence, the State Plan provides no insight concerning an answer to the above question.

However, as the Commission for Vocational Education prepares the State Plan, personnel in other agencies are contacted. Just a few of those agencies include the Employment Security Department, Department of Social and Health Services, Department of Economic Development, Office of Community Development, Department of Labor and Industries, Office of Program Planning and Fiscal Management, as well as the Council on Postsecondary Education, Office of the Superintendent of Public Instruction and the State Board for Community College Education.

In addition to personal contacts with other agencies by Commission staff, the Commission also maintains some coordination through interlocal agreements, contracts and a private vocational schools advisory committee.

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[1] Fiscal Year 1976 Annual Descriptive Report of Washington State, Commission for Vocational Education, Pgs. 8 and 9.

The following are examples of coordination efforts by state agencies to show that mutual cooperation occurs even if it is not systematically planned and centrally coordinated.

Washington Occupational Information Consortium

Beginning with a number of interagency task forces formed to address manpower planning concepts, there emerged a group of individuals representing key institutions in the State of Washington who organized under an interlocal cooperative agreement to sponsor a proposal to implement an occupational information system. This proposal was then submitted to the Department of Labor in January, 1975. Once the proposal was formally approved (August, 1975), this group formally organized an interagency policy-making consortium--Washington Occupational Information Consortium (WOIC).

This consortium consists of representatives from the Office of the Governor, the Commission for Vocational Education, the State Board for Community College Education, the Superintendent of Public Instruction, the Council for Postsecondary Education and the Employment Security Department. WOIC members are interested in developing a comprehensive manpower planning model that would provide top quality information. The three major segments of a labor market information enterprise, as envisioned by the WOIC, are: (1) an occupational information system, (2) a job market information system and (3) a manpower information system.

In the development of a comprehensive manpower planning model, the Washington Occupational Information Service (WOIS) was established as the occupational information component. The first action by the consortium was the hiring of an executive director of WOIS. In turn, the first decision by WOIS, as an initial implementation step, was to adopt the Oregon Career Information Service (CIS), a delivery system for disseminating occupational information within the State of Washington.

Currently, WOIS staff consists of twelve people who possess expertise in information development, research and evaluation, computer systems and user services. Their job is to identify, collect, analyze, prepare and disseminate appropriate information to help people in the process of career exploration. The research and evaluation efforts are primarily directed to system evaluation and the exploration of improved methods of information delivery. The project is not staffed for primary research in the disciplines it utilizes. Rather, secondary sources are relied upon. Consequently, such fields as labor market analysis, manpower projections and educational program planning fall outside the scope of WOIS, although these topics do fall within the general purview of the Washington Occupational Information Consortium.

As an organization, the Washington Occupational Information Service (WOIS) was highly successful in attaining its first-year goals. Besides recruting and hiring staff; Oregon computer programs were converted and made available on two computer systems; occupational descriptions were modified as appropriate for Washington; Washington program and school data were collected; and this computer base system was made operational in 25 school and agency locations reaching a potential number of users exceeding 53,000.

Three types of information are currently available to students:

(1) Individualized computer printout of a career choice questionnaire (QUEST), which helps the student narrow his inquiry of occupations to a manageable number based on his perceived interests and aptitudes

(2) Detailed, specific information on each of 227 occupations, including job descriptions, entry level requirements, training availability, projected job outlook in Washington, and a bibliography of sources where more information can be obtained on a particular field of work

(3) List of 179 persons representing 141 different occupations who are willing to discuss their respective occupations with interested students

While WOIS did encounter a number of difficulties with the computer system during 1975-76, it should be emphasized that the present approach to a delivery system provides the best solution to the question of attractiveness, client attentiveness, immediacy and current information. Through the use of portable terminals, WOIS was able to deliver information to both rural areas and urban centers. The only real question at this point is whether a single computer center located geographically remote from the majority of users can effectively handle the WOIS program. These programs are not large and users generally do not require substantial amounts of computer time. The problem is further compounded by the fact that users require service on a demand basis. Oregon has located the computer program on several computers throughout their state. This may have some advantages. Some other possible solutions might be: (1) mini-computers in urban areas run by the Occupational Information Service or a user agency, (2) microcomputers and (3) a combination of computers and automated visual aids.

During the next school year, WOIS plans to evaluate the system currently in operation as well as alternative delivery capability. Committments for the next school year (1976-77) are as follows:

(1) Three colleges (14,014 potential users)
(2) Eighteen community colleges (38,798 potential users)
(3) Three common school district (14,913 potential users)
(4) Five social service agencies (2,300 potential users
(5) One other unclassified outlet (250 potential users)

Division of Apprenticeship and Training, Department of Labor and Industries

The Division of Apprenticeship and Training is very much involved in the training of skilled craftsmen. In fact, the number of Certificates of Completion issued by the Apprenticeship and Training Division, Department of Labor and Industries, during the past five-year period (July 1, 1971 through June 30, 1976) is shown in Illustration III below:

ILLUSTRATION III

FISCAL YEAR	1971-72	1972-73	1973-74	1974-75	1975-76	TOTALS
Machine & Metal Trades	240	198	194	206	262	1,100
Building Trades	672	655	578	556	586	3,057
Service & Misc. Trades	170	86	78	180	236	750
Printing Trades	51	28	16	39	67	201
On-The-Job Training	35	268	113	683	334	1,433
TOTALS	1,168	1,235	979	1,674	1,485	6,541

As the Division of Apprenticeship and Training strives to fulfill its responsibility, it does coordinate its efforts with other segments of government. In a brief communique, Mr. E. S. DeTray, Assistant Director, Division of Apprenticeship and Training, Department of Labor and Industries stated,

"Following is a brief summary regarding coordination of training opportunities between this office and other agencies:

1. Employment Security Department: Coordination of concurrent CETA funded programs for the disadvantaged in apprenticeable occupations.

2. Commission for Vocational Education: This agency has responsibility for related and supplemental instruction for apprentices, coordination of instruction with job experiences and the selection and training of teachers for such instruction.

3. Department of Social and Health Services: This is a cooperative effort to develop apprenticeship and OJT programs within the penal institutions through the divisions of Adult Corrections and Institutions.

4. Department of Veterans Affairs: This office gives information and guidance to this agency in their efforts to assist veterans in obtaining employment and educational benefits."

Question: To what extent is there coordination and articulation among secondary, postsecondary and adult education agencies?

Response: Many groups and individuals in Washington State have recognized a need to address the problems of articulation. In fact, it was the Washington State Council of Local Administrators of Vocational Education and Practical Arts, a division of the Washington Vocational Association, who first made a concerted effort to tackle the articulation question. It was WCLA who planned and held the first articulation conference and noted that some of the problems of articulation were:

- Entrance requirements and student selection
- Identification of program objectives, which must take into account prerequisites and competency requirements
- Student appraisal to place students at the right level and require no duplication of training in certain skills and competencies
- Developmental and special programs for students with certain deficiences
- Continuing education programs for adults
- Guidance and counseling to simplify and expedite student transition and help in career choice
- Programs to meet special needs, transition management
- Coordination of programs
- Accurate, truthful recruitment stressing limitations as well as advantages of various institutions

Furthermore, it was WCLA who tended to bring common definition to the term "articulation." "Articulation" refers to relationships between education programs which are designed to provide a smooth transition for the student from one educational program to another. This movement of the student between programs can be either horizontal or vertical. Horizontal articulation includes those relationships between programs, courses or activities which exist at any one educational competency level and provide a coordinated educational program for the student. Vertical articulation refers to those relationships which exist between institutions, programs, courses or activities and provide a coordinated program for a student moving from one educational competency level to the next.

In Fiscal Year 1976, WCLA held its third program in a series of articulation workshops. The Articulation III Workshop was designed to improve the ability of local administrators to design and execute local inter-institutional vocational program articulation projects. In concert with that effort by WCLA, a curricular articulation project was developed and conducted as a coordinated effort among ten school districts, two vocational technical institutes and three community colleges, comprising a regional area north and east of the city of Seattle.

The purpose of the project, titled "Development of a Curriculum Articulation Model Between Vocational Technical Institutes, Community Colleges and School Districts," was to test the feasibility of developing and conducting an articulation planning effort involving secondary schools, vocational technical institutes and community colleges. A steering committee consisting of the vocational directors of each school district, VTI and community college worked with the project director to develop and conduct the study. A survey of vocational course effort and current enrollments was conducted to identify and compare, on a common basis, program profiles among the three types of institutions. Based on this information, three subject areas were identified for curricular exploration and development by instructors from each of the three institutional levels. These areas were child development; business and office-secretarial, clerical; and health professions-nursing, health office support.

Twenty-four instructors met in a series of workshops and developed career ladders, sample job titles, entry pay levels, and competency check-lists for each step on the identified career ladders. Information was then developed which would be suitable for inclusion in advising brochures identifying institutions offering training for the various steps on the career ladders.

Although tremendous progress has been made in the area of articulation, we tend to think of the problem of articulation as existing within the domain of public education. Very little has been done to date regarding articulation between private schools and public schools, or articulation between apprenticeship programs and community colleges, vocational technical institutes and secondary schools, or articulation between the military and public and private institutions that provide vocational education programs, services and activities.

In addition to accomplishments in the area of articulation, accomplishments, especially at the state level, have been made in the area of coordination and cooperation. First, the staff of the Commission for Vocational Education prepared a matrix of preparatory vocational programs offered in the state's vocational technical institutes and community colleges. The matrix was arranged by institution and by geographic area. Related to this was preparation of a preliminary matrix of preparatory programs offered in the secondary schools of the state. The information was arranged by county.

Secondly, the Commission for Vocational Education adopted Adjudication and Review Rules and Procedures into the Revised Code of Washington and into Part I of the Washington State Plan for Vocational Education. By these rules and procedures, the State Commission will:

- Adjudicate disputes between the secondary and postsecondary education systems arising out of decisions on new programs and/or facilities for vocational education

- Provide a forum at which any common school or community college district, the Superintendent of Public Instruction, State Board for Community College Education or any other interested parties authorized by the Commission, can comment upon decisions related to new or expanded vocational programs or facilities

- Provide procedures by which CVE may review such decisions for new or expanded programs or facilities to insure compliance with the State Plan for Vocational Education and avoid unnecessary duplication

- Provide for procedures assuring that the resolution of differences will be made at the lowest possible level between or among the differing parties

Question: *To what extent do educational institutions assure job placement of graduates?*

Response: As shown in Table II on Page 89, in Fiscal Year 1975 (latest data available), 20,748 persons were available for employment of the 41,397 who completed a preparatory vocational program at a high school, vocational technical institute or a community college. Of those available for employment, 89% were employed. By type of institution, the percentage breakdown is as follows:

- Secondary -- Of those persons known to be available for work, there were 52% employed in jobs for which training was given or in a related area; 35.8% were employed in another area; and 12.2% were unemployed.

- Vocational Technical Institutes -- Of those persons known to be available for work, there were 81.1% employed in jobs for which training was given or in a related area; 12.4% were employed in another area; and 6.5% were unemployed.

- Community College System -- Of those persons known to be available for work, there were 76.9% employed in jobs for which training was given or in a related area; 11.9% were employed in another area; and 11.2% were unemployed.

It is to be noted that of the 13,137 whose status was known and who were not available for employment upon completion of their course/program, 10,721 (81.6%) were not looking for jobs because they were continuing their education.

Question: *To what extent is vocational education involved in total Comprehensive Employment and Training Act activities of the state?*

Response: "The federal Comprehensive Employment and Training Act of 1973 (CETA) provides for flexible local planning to provide job training and employment opportunities for persons most in need. The purpose of the Act (Public Law 93-203) is threefold:

- 'To provide job training and employment opportunities for disadvantaged, unemployed and underemployed.

- To assure that training and other services lead to employment and enhance self sufficiency.

- To establish a flexible and decentralized system of federal, state and local programs.'

During Fiscal Year 1976, the Commission for Vocational Education was the gubernatorially designated state agency to provide supplemental vocational assistance under Section 112 of the Act. Upon receipt of the vocational education allocation of the CETA funds, the Commission provided services to prime sponsors and educational institutions and vocational training to clients, as requested by the eight approved CETA prime sponsors under Title I of the Act and by the approved CETA prime sponsors under Title III of the Act, pursuant to state and federal regulations.

The Commission directed its CETA activities to develop human resources, meet employment needs, and improve standards of living. Operationally, the Commission structured each program to insure that training was directly related to the trainee's needs; practical in relation to the job; accomplished in cooperation with the Employment Service and other organizations; offered in areas in need of qualified manpower; and that staffing was flexible to meet the needs of the prime sponsors in assigned service areas.

In Fiscal Year 1976, the vocational allocation under Title I, Section 112 of the Act, was $1,652,058 of which $1,457,116 was distributed to the eight prime sponsors for vocational training through the development of non-financial agreements. Under these Title I non-financial agreements, the Commission contracted with the community college system, the vocational technical institutes and private institutions to use existing space and equipment. The Commission placed 2,758 unemployed adults in training.

Allocations by the Commission for Vocational Education to the prime sponsors designated by the Department of Labor under Title I were:

King-Snohomish	$573,492
City of Tacoma	89,470
Pierce County	73,337
Kitsap County	33,734
Clark County	44,002
Yakima County	79,204
Spokane Consortium	113,588
Balance of State	450,289

Several of the prime sponsors made financial agreements with the Commission to provide for training in addition to that allowed by the Commission's five percent Title I funding. This year the Commission was unable to provide in-service training to teachers and counselors on working with disadvantaged and cultural and low income students because of a Department of Labor limitation on vocational administration funding.

In addition to Title I responsibilities, the Commission staff answered requests for service from CETA Title III sponsors, the Indian consortiums and Spanish-speaking consortium, and handled training of offenders and industrial classroom training contracts."[2]

Other than what has been described in the preceding, very little planned coordination takes place at the state level between vocational education and CETA. However, the concept of coordination and cooperation is promoted by the fact that:

- Vocational administrators serve on the State's Employment Development Services Council who represent the Commission for Vocational Education, Office of the State Superintendent of Public Instruction and the State Board for Community College Education.
- The Executive Director of the State Advisory Council on Vocational Education serves as a member of the State's Employment Development Services Council.
- The Executive Director of the State's Employment Development Services Council serves as a member of the State's Advisory Council.
- The State's Employment Development Services Council has the legal right to review the State Plan for Vocational Education and provide input.
- The vocational education community, through its representation on the Employment Development Services Council and related committees, has the opportunity to review and make input regarding CETA programs and activities.

Question: To what extent are vocational education opportuntities available to all people at the secondary, postsecondary and adult levels?

Response: As stated in its last evaluation report,

"The concept of program 'availability' is much more than numbers or percentages of persons served. It also involves professional staffing, facilities, equipment, transportation, financing of programs, location of opportunities, options available to students, etc. The Advisory Council firmly believes that 'availability' of programs at all levels must be increased. There is a need to continue to provide programs for racial minorities, dropouts and disadvantaged (as well as handicapped persons) who will seek special programs to insure their success in meeting employment criteria."[3]

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[2] Fiscal Year 1976 Annual Descriptive Report of Washington State, Commission for Vocational Education, Pgs. 32 and 33.

[3] Sixth Evaluation Report, December, 1975, Washington State Advisory Council on Vocational Education, Pg. 40.

Washington State, in providing vocational education opportunities during Fiscal 1976, was assisted under Public Law 90-576, whereby the state received its Federal Grant Award totaling $8,666,763. A summary of the breakdown of funds by part of P.L. 90-576 is shown in Illustration IV. A complete summary of Fiscal 1976 federal allocations is shown in Table III on Page 90.

ILLUSTRATION IV

Part A	$ 325,246
Part B	6,877,463
Part C	146,436
Part D	144,156
Part F	666,941
Part G	344,668
Part H	161,853
TOTAL GRANT	$8,666,763

In Washington State, the citizens are fortunate to have vocational education programs, services and activities provided for them by both public and private educational delivery systems. The private sector consists of proprietary schools and community-based organizations; while the public sector consists of two primary delivery systems--State Board for Community College Education and the Office of the Superintendent of Public Instruction. The Washington State Office of the Superintendent of Public Instruction has the authority and responsibility to provide adequate educational opportunities in the common school system which includes grades K-12 and vocational technical institutes.

The following information regarding availability of vocational education to the state's citizenry relates to public vocational education offerings only during Fiscal Year 1976. Current statistics were not available concerning proprietary schools.

Secondary Programs

During Fiscal Year 1976, SPI was allotted $2,037,788 from P.L. 90-576 to assist secondary schools in carrying out the State Plan objectives. Part B funds were allocated to 224 school districts. In addition to the federal dollars, the state apportionment formula provided an additional $20,903,040 basic and staff support and $13,935,360 state weighted vocational support. School districts reported total expenditures of $44,564,789 (estimate) for all vocational programs at the secondary level.

Two hundred thirty-six school districts operated one or more programs. Each of these districts submitted an annual and updated plan for vocational education. This represents 10 additional districts over 1974-75. There were 131,217 students enrolled in secondary programs during the year. Male enrollments totaled 47,656, while there were 83,561 females. Over 200 special projects totaling $1,083,801 assisting 16,705 individuals were accomplished.

Also, 2,065 vocationally-certified teachers taught approved vocational classes and 112 districts employed a vocationally-certified director full or part time. Furthermore, 124 persons served as vocational administrators, and districts reported the involvement of 95 vocationally-certified counselors in career guidance, counseling, job placement and follow-up services.

In terms of specific program areas, the following was accomplished:

- During the FY 76, business and office education served 14,740 males and 50,076 females, a total of 64,816 students enrolled in 7,991,722 attendance hours and equivalent to 8,879.58 FTE's. This included an unduplicated count of 10,628 males and 29,640 females. Vocationally-funded programs were in 218 high school districts, 277 high schools and represented 36 different class offerings. This represented an increase of 159,773 class enrollment hours, 1,758 unduplicated students and 177.52 FTE's over the FY 75.

- Over 24,443 duplicated (17,810 unduplicated) secondary school students were enrolled in 1,224 classes in 157 high schools in preparatory vocational agriculture programs in the 1975-76 school year. The increase in female enrollment continued in the vocational agriculture program, with the unduplicated number now totaling 4,143 or 23% of the total. Enrollment continues to increase in all phases of the program, but particularly in ornamental horticulture and forestry.

- Over 4,900 secondary school students were enrolled in 100 preparatory distributive education programs in FY 76. This was an increase of 400 students from FY 75, and an increase of three new programs. D.E. students in the cooperative programs earned over $3,380,000 in 1975-76. This is an increase of approximately $300,000 over 1974-75. The students average 550 hours of work, with the average earnings per student of $1,357.00.

- Over 3,100 students were enrolled in 78 diversified occupations programs in the 1975-76 school year. There was no appreciable increase in the number of students from last year, but there was an increase of eight programs.

- Increased numbers of individuals and families are being reached by vocational home and family life education. Vocational education for the occupation of homemaker added, at the secondary level, seven new school district programs to make a total of 224 school districts with an unduplicated count of 56,752 secondary school youth, including 42,113 girls and 14,639 boys. Numbers of boys enrolled continued to increase and were 25% of the total enrollments for Fiscal Year 1976.

- Programs to prepare secondary students for home economics-related occupations enrolled an unduplicated count of 1,886 students in 44 school districts (63 schools). This is an increase of four school districts over the FY 75. Food Education and Service Training (FEAST) was conducted in 24 schools and 13 schools had classes in Food Management Training with a total enrollment of 1,041 students--an increase of 311 students; followed by Sewing for Profit with 29 programs, an enrollment of 618 students; and Child Care Aide Training with 10 programs enrolling 180 students.

- During FY 76, in trade and industrial and technical education, there were more than 500 courses taught by over 330 instructors to more than 6,500 students.

- Over 678 secondary school students were enrolled in 40 preparatory vocational health occupations programs in the 1975-76 school year. This was a decrease of 102 students from FY 75 and a decrease of nine programs.

Vocational Technical Institutes

"The pattern of organization represented by the non-graded vocational technical institute is directly related to the Declaration of Purpose contained in the Vocational Education Amendments, an act passed by the National Congress in 1968 (P.L. 90-576). In part, this purpose states, 'It is the purpose of this act to authorize federal grants to the states to assist them to maintain, extend and improve existing programs of vocational education and to develop new programs of vocational education so that persons of all ages in all communities of the state--

those in high schools, those who have completed or discontinued their formal education and are preparing to enter the labor market, those who have already entered the labor market but need to upgrade their skills or learn new ones, and those with special educational handicaps--will have ready access to vocational training or retraining...'

The area non-graded technical institute is a specialized program devoting its total effort to the provision of vocational technical education in line with the above-stated purpose. It provides vocational technical courses to prepare an individual for specific employment and to upgrade the skills and knowledge of persons who are currently employed within a specific occupation.

The vocational technical institute provides vocational services that are readily available to all persons--for those in high school, it serves as a vocational education center; for the high school dropout, its services provide an acceptable alternative; for those whose academic education has terminated, it provides an opportunity for specialized pre-employment education; for those in need of retraining, it provides easily accessible programs in a work-related environment; for those with special needs, it provides an individualized approach in a setting different from the traditional school or college. This emphasis on the needs of the individual is most readily apparent in the many aspects of the non-graded technical institute pattern of operation. The specialized vocational technical institute gives institutional recognition to vocational education that speaks clearly to our society--that it is a vital full-fledged partner in the educational enterprise!

Further, the vocational technical institute represents the fact that vocational education is a kind of education that must be conducted in a specific setting in order to be as effective as possible. Vocational education is not another subject within the field of general education. Rather, it is an educational program in need of its own identity and in need of a specialized setting.

It requires careful and extensive planning to add to the existing educational structure a new wing that will command acceptance and acquire identity. Vocational education, unlike its sister branches of education, does not conform to established patterns, standardized prerequisites for enrollment, traditional hour requirements, widely recognized diplomas, secondary-postsecondary divisions, or systematized institutional arrangements. The absence of these factors is partly responsible for the difficulty in identifying vocational education as the vital part of American education that it is. A clear identity is needed as vocational education struggles to meet growing manpower needs

For several years, we have been attempting to communicate the nature of these programs. We have used terms such as non-graded, continuous progress and others. These attempts at communication have, in many instances, not been successful in terms of developing a clear understanding within the listener. The descriptive term, 'non-graded,' has, on many occasions, been linked with qualitative rating procedures such as A, B, C, etc. This is not at all what we intend to convey by our use of the term.

The characteristic of continuous enrollment (whereby any person may enroll in any program any day of the year) is not the only point to which the term references. Many other characteristics are also contained within the use of this word--such as:

1. Accepting a person where he or she is.

2. Taking them from that point (wherever it may be--without regard to educational prerequisites, educational background, in or out of the regular school, age, etc.) to the point of employability.

3. Accomplishing this process in the amount of time appropriate solely to the particular individual--(for some this means less than the average course time span and for some it may mean longer).

4. A more efficient use of the facility because of this flexibility.

5. A dramatically different approach to the instructional process. The related phases of instruction (math, English, science, etc.) are presented to the student when and as they apply to the practical project he or she has currently been assigned.

   This enables the student to immediately see the application of theory. It allows many students the opportunity to learn more readily and retain longer the information required in terms of actual performance.

6. Attitudinal changes are accomplished within the framework of a work setting.

7. Within the institution there are no 'tracks.' The student's choice of objective is not subject to comparisons that may relate to status, etc.

8. A comprehensive educational experience is provided the student. He or she does not just enroll their hands--the archaic concept of vocational education being appropriate for an individual because 'he's good with his hands but can't learn' is no longer valid. The technical institute equips students with both practical and related skills. Their students do learn communication skills, attitudes and related theory in a setting that is not traditional in its approach but nevertheless, effective...

The vocational technical institutes reflect the need that exists in our society for vocational education services, and they reflect one approach to the provision of these services. At no time do they ever intend to indicate that this is the only manner in which education should organize itself for the delivery of these services. Rather, their role and mission is indicative of one possibility that speaks directly to the statement of purpose previously quoted. That is, 'So that persons of all ages in all communities of the state will have ready access to vocational training or retraining.'

The vocational technical institutes also relate their services to the current needs of our economic society. This relationship is maintained through their constant communication and working relationship with labor-management organizations in each of their respective training fields...

...Operating on the non-graded basis, these institutes enroll many students who take a portion of their secondary program in the vocational courses within the institute. These students are thus able to avail themselves of many diverse vocational opportunities rather than being limited to those available in their own high schools. In this instance, the vocational technical institute serves as a secondary vocational education center for all of its surrounding high schools. It is, therefore, not necessary to duplicate expensive shop and lab facilities in each high school.

The vocational technical institutes also serve many secondary-age students who are not currently attending a high school. These high school dropouts are a very real concern and responsibility of the public schools, and these programs assist in this manner. The services of the vocational technical institutes to secondary-connected and secondary-age students is not well known or readily visible--yet is an important aspect of the operation of a non-graded vocational technical institute..."[4]

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[4] Statement to the Washington State Advisory Council on Vocational Education, October 9, 1970, Tacoma, Washington, Bruce F. Brennan, Administrative Director of Vocational Technical Education, Tacoma School District No. 10. Note: Mr. Brennan is now Assistant Superintendent, Division of Vocational Technical and Adult Education Services, Office of the Superintendent of Public Instruction, Olympia, Washington.

There are five (5) vocational technical institutes which come under the jurisdiction of the Office of the State Superintendent of Public Instruction. The Superintendent of Public Instruction allocated $713,108 from P.L. 50-576 to assist the five vocational technical institutes to meet the State Plan objectives. Parts A, B, F, G, and H were allocated to each VTI. In addition to federal funds, a state appropriation of $10,183,242 was provided for operation support. The five VTI school districts estimate a total expenditure of $13,199,300 to operate their preparatory and supplementary vocational programs.

The VIT's employed 1,072 certificated teachers during FY 76, and each VTI had a certificated director, supporting supervisors and counselors within their vocational administration. A total of 59 vocational administrators, supervisors and counselors were assigned in the five VTI's.

During FY 76, the five vocational technical institutes enrolled a total of 57,308 students in preparatory and supplementary classes. This included 11,157 postsecondary students and adults served by home and family life education; and 15,300 students preparing for job entry into over 75 different trade and technical occupations. Technical institutes continue to train paraprofessionals for the child care industry and to give supplementary training to employed workers. Other programs of training in home economics-related occupations include commerical housekeeping and designer aide training. A total of 4,215 men and women in technical institutes were enrolled in gainful home economics-related occupational training.

In addition, supplementary instruction was provided for persons currently employed, such as apprentices, mechanics, laboratory technicians, etc., in order to update present skills and/or teach new skills needed in their trade or profession. Annually, supplementary training is provided during off-hours by over 700 part-time instructors for more than 34,000 students.

Community College System

The community college system blankets the entire state with comprehensive postsecondary educational services. Its 27 community colleges are administered by 22 district boards of trustees and the State Board for Community College Education. In addition to the major campus facilities, educational classes and programs are offered at nearly 500 centers throughout the state. This distribution provides comprehensive educational offerings within 30 minutes commuting distance to 90% of the residents of the state.

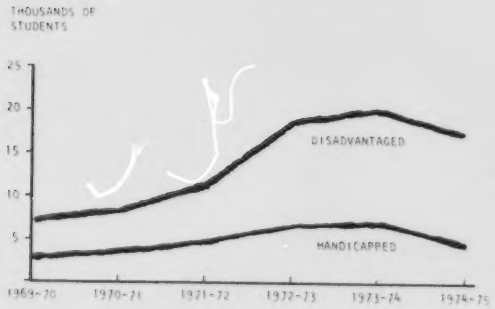
During the 1975-76 year, 46.23% of the total instructional effort within the community college system was in vocational courses. Although this indicates a slight decrease in percentage of total instructional effort, it represents an increase of 3,058.99 full-time equivalent students in vocational enrollment over the previous academic year. Approximately 94% of this increase was in preparatory courses and 6% in supplementary courses.

Including options to major programs, the community colleges offered 728 preparatory programs in 149 different occupational areas during 1975-76. Program distribution ranges from a high of 56 program offerings in one district to a low of 11 programs in another. Supplementary programs are offered at the discretion of the local districts depending upon the need and demand within the local geographic area and the ability of the operational budget to meet such demand. Nearly 53,000 individuals have been enrolled in vocational preparatory programs throughout the system and approximately 106,000 individuals have been served through supplementary programs during FY 1976. These figures represent total enrollments which include duplicative head count. This vocational education effort has been supported by nearly $50,000,000 of state and local resources that has been supplemented with $3.9 million, approximately 8%, of P.L. 90-576 funds.

In answering the question, "*To what extent are vocational education opportunities available to all people?*," one must specifically look at the disadvantaged and handicapped populations. The Advisory Council received input at its Public Hearing which indicated that adequate vocational educational services were not being provided to the disadvantaged and handicapped populations. In reviewing vocational education enrollment trends of disadvantaged and handicapped persons at all educational levels, one finds that the number served is decreasing not increasing. This is shown in Illustration V.

ILLUSTRATION V [5]

ENROLLMENT OF THE DISADVANTAGED AND HANDICAPPED IN WASHINGTON VOCATIONAL EDUCATION



[5] Source: Commission for Vocational Education

However, in reviewing Fiscal 1976 efforts to provide the disadvantaged and handicapped with vocational education, the problem seems more one of insufficient funds than a problem resulting from lack of effort. A review of available data regarding Fiscal 1976 activities shows the following:

Commission for Vocational Education

During Fiscal Year 1976, the Commission for Vocational Education provided Part B funds for two projects serving the disadvantaged. One of the funded projects was negotiated with the Seattle Opportunities Industrialization Center to develop the vocational resources needed to provide services to the disadvantaged. During this project, curricula packages were developed and implemented and advisory committees in each technical skill area were established. Liaisons with public institutions were also established to coordinate the vocational training offered by both private and public facilities in the Seattle metropolitan area.

Funds were also provided during the summer of 1975 to the Purdy Treatment Center for Women to continue a data processing and key punch program when funding from other sources was not available. The course, which served sixteen residents, was a cooperative effort between the Commission for Vocational Education, the correctional institution and the local school district.

Secondary

Special vocational education projects for disadvantaged students were carried out by 55 school districts with 77 projects. These projects served 1,486 students and utilized $516,015. Forty-five projects assisting 64 handicapped students utilized $298,897. The special projects were designed for students in the following occupational areas: 36% in the field of agriculture; 6% in distributive education and diversified occupations; 21% in business and office; 30% in trades, industry and health occupations; and 7% in home economics-related occupations.

In addition to specially funded projects, school districts reported serving the following handicapped and disadvantaged students in ongoing vocational programs:

	Disadvantaged	Handicapped
Agriculture	1,733	374
Business and office	2,733	276
Distributive education	277	29
Diversified occupations	469	115
Home and family life education	3,074	456
Home Economics-related Occupations	153	77
Health occupations	63	1/
Trades and Industrial	614	90

Vocational Technical Institutes

A special supplemental support project for handicapped/ disadvantaged students in each VTI is designed to serve students with problems which make them ineligible for the job market or to proceed in the regular vocational program. These students are identified by diagnostic testing of reading, writing and math skills; and by instructor observation and referral. These students receive special help in areas which include: remedial reading, math and grammar skills, communication skills, job application skills and GED certificate skills. Students who have been identified are scheduled in an open lab for help in their area of need. They are given special tutoring by a certificated teacher. When job placement level has been reached, students are scheduled into the regular course for completion and placement. There were 6,266 students served by these projects partially supported by P.L. 90-576 funds.

Community College System

All specialized services funded in part with P.L. 90-576 funds to overcome disadvantaging conditions were provided for over 11,000 vocational students. Over 3,000 students participated in specialized programs or services due to their handicapping conditions.

Question: To what extent is career education provided to all elementary and middle grade pupils?

Response: The "Washington State" definition of career education appears in a brochure titled "Career Discoveries." The brochure (prepared jointly by the Office of the Superintendent of Public Instruction, State Board for Community College Education and the Coordinating Council for Occupational Education) defines career education as "a series of experiences within the existing curriculum which equips the individual with an awareness of the world of work and a favorable attitude toward work, leading to the ability to select, prepare for, and pursue a career choice." This definition was adopted in Washington State prior to a definiton being officially adopted by the U.S. Office of Education. The generic definition adopted by the U.S. Office of Education was, "Career education is the totality of experiences through which one learns about and prepares to engage in work as part of her or his way of living."

The true nature of career education as a concept is, however, best illustrated by a number of supporting statements:

- Career education is a part of all subject areas and becomes an integral part of each individual's life experience from early childhood through adult life.
- Career education enables the individual to relate both in-school and out-of-school experiences to personal goals.
- Career education requires a cooperative effort involving parents, educators, the community and the individual.
- Career education is based upon the concept that the community is an extension of the classroom.
- Career education will expand the individual's knowledge of readily visible careers and offer exploration of less apparent careers.

The only statistics available to date regarding number of students served by career education are the following figures furnished by the Office of the Superintendent of Public Instruction.

ILLUSTRATION VI

		Actual 1975	Projected 1976
Career Education Enrollment	K-6	140,485	172,436
Total Enrollment		396,600	389,400
Percentage Served		35.4%	44.3%
Career Education Enrollment	7-9	53,801	58,218
Total Enrollment		199,400	196,200
Percentage Served		27.0%	29.7%
Career Education Enrollment	10-12	97,339	102,142
Total Enrollment		186,000	188,600
Percentage Served		52.3%	54.2%
Career Education Enrollment	Total K-12	291,625	332,796
Total Enrollment		782,000	774,200
Percentage Served		37.3%	43.0%

According to Mr. Richard Lutz, State Supervisor for Career Education, Office of the Superintendent of Public Instruction, statistics were not gathered on the actual number of students being served by career education in school years 1975-76. Instead of gathering statistics on students served, the 1975-76 career education evaluation report gathered statistics on school districts themselves, approximately 79 percent of the school districts in the state.

In Fiscal Year 1976 a project titled "Washington State Incremental Quality Improvement Career Education Project" was funded by a United States Office of Education career education grant under the provisions of Section 406 of the Education Amendments of 1974 (Public Law 93-380) to the State Superintendent of Public Instruction. The goal of this project has been to provide assistance and leadership to local schools as they implement career education programs. The program has involved four major strategies in achieving its goal: (1) in-service training and technical assistance to local school districts by eight full-time project staff members working throughout the state called "career education assistors," (2) use of a career education assessment profile to identify the current status of career education in the school districts in Washington, (3) the dissemination of career education materials through use of mobile trailers that house such curriculum materials and travel to schools throughout the state and (4) development of a series of television videotapes dealing with various aspects of career education.

In monitoring the Washington State Incremental Quality Improvement Career Education Project, a 1975-76 Evaluation Report was prepared by Thomas R. Owens and Hollis Adams of the Northwest Regional Educational Laboratory, Portland, Oregon. The executive summary of the report states that,

"...Career Education Assessment Profiles were completed in December, 1975, by administrators in 201 out of 304 districts throughout the state. The Profiles focused on the district's perceived current status of career education in seven areas: program planning and support, instructional services, instructional career education resources, student self-assessment, community resources, student outcomes and program evaluation. The ratings given differ widely from one district to another. Across the state, 51 percent of the districts completing the Assessment Profiles reported that their board of education had verbally recognized and endorsed career education in principle. Twenty-three percent indicated that the board had established a written policy supporting career education as a part of the district's instructional program. Some type of career education curriculum activities was reported as occurring at the elementary grade level in 84 percent of the districts while 89 percent reported career education activities at the high school level...."

In addition, the Superintendent of Public Instruction agreed to take on a special project titled "Operation Guidance" in June, 1974. Operation Guidance was a two-year project from Ohio State University which concluded in June of 1976, and involved 12 states and 49 high schools in the field test.

The program is based on the challenge that students need to have skills for (1) making decisions based on their own values, (2) making post-high school plans, (3) seeking, researching and obtaining jobs of their choice and (4) making job changes throughout life and coping with changes.

The procedures outlined for Operation Guidance are as follows:

1. Student needs are assessed through a survey tool given to students, parents, faculty and graduates.

2. School and community resources are identified.

3. Student needs are prioritized.

4. The needs are translated into goal statements.

5. Goals are translated into behavioral objectives.

6. Methods are found for implementing these behavioral objectives in the present curriculum.

7. Detailed plans for achieving specific goals are developed into Career Development Units (CDU).

Operation Guidance is a component part of a larger program which has been put together by Ohio State University. This program is called Career Planning Support Systems (CPSS) and has been designed to provide a procedural package for high school personnel to develop, implement and evaluate an upgraded career planning program for their students. It is projected that CPSS will be available for national dissemination in late 1977. Operation Guidance, however, should be available to the public some time in late 1976.

Question: *What indications are there that students feel that vocational exposure adequately meets their needs?*

Response: Although Washington State ranks second in the United States in educational attainment, with 12.4 median years of school completed for the population 25 and over, no hard data is available on this subject.

Question: *What effort was made to assure dissemination of innovations in vocational education?*

Response: During Fiscal 1976, state level efforts to assure dissemination of innovations in vocational education were greatly enhanced through the operations of the Northwestern Vocational Curriculum Management Center and the Research Coordinating Unit of the State Commission for Vocational Education.

Northwestern Vocational Curriculum Management Center

The Northwestern Vocational Curriculum Management Center is one of six such centers in the National Network of Curriculum Coordination for Vocational Technical Education. "...The NWVCMC serves vocational educators in Alaska, Colorado, Idaho, Montana, North Dakota, Oregon, South Dakota, Utah, Wyoming and Washington. The NWVCMC develops, implements and maintains a curriculum management system to enable educational institutions to avoid unnecessary duplication of curriculum effort. It performs national curriculum searches upon request and provides information on curriculum being developed and on curriculum activities planned nationwide."[6]

In Fiscal 1976 the NWVCMC identified methods to deliver vocational education to small/rural/isolated schools, and assisted a consortium of states to implement one of the methods. The method selected was the Community Resource Training (CRT) program, a program which utilizes employers in a community as trainers. Also, "...the NWVCMC distributed three issues of its catalog of available curriculum materials. Each issue was initially distributed to approximately 16,000 vocational personnel in the ten states served by the NWVCMC. Nearly 2,000 copies were sent out in additional mailings to answer requests."[7]

Research Coordinating Unit

The Research Coordinating Unit of the State Commission for Vocational Education deals with research and development activities in vocational education. Dollars are awarded by the RCU for research and development projects and activities through grants to school districts, colleges and proprietary agencies. The funds are acquired through a proposal process utilizing guidelines and priorities established from recommendations of citizens representing education, industry and other sectors of the population.

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[6] Fiscal 1976 Annual Descriptive Report, Washington State Commission for Vocational Education, P. 27.

[7] Ibid, Pg. 28.

In Fiscal Year 1976 the RCU funded twenty-one research projects and eighteen exemplary projects. The research projects were selected for funding[8] based on the following priorities:

1. Program Evaluation: Assessment and comparisons of course offerings and instructional elements in order to provide guidance for program improvement at the community college level. --- Four projects were funded under Priority A.

2. Feasibility Studies: Interpretive and projective studies to establish plans for implementing new and innovative programs and procedures in occupational education. --- Eleven projects were funded under Priority B.

3. Vocational Data Reporting: The investigation and examination of vocational education administrative data flow to identify non-consistent reporting elements. --- Two projects were funded under Priority C.

4. Unsolicited Projects: Unsolicited projects included all those that did not meet the above priorities. --- Four projects were funded under the Unsolicited Project category.

Priorities established for funding[9] exemplary projects included:

1. Involvement of Community Resources: Projects which strive to bridge the gap between schools and other community agencies. --- Six projects were funded under this priority.

2. Instructional Delivery Systems: (1) Innovative projects which would address the curriculum needs of disadvantaged and handicapped students and (2) Demonstrations of the cluster approach in vocational education at the secondary level. --- Eight projects were funded under this priority.

3. Unsolicited Projects: Unsolicited projects included all those that did not meet the above priorities. An example might be the demonstration of an exemplary job placement system in small or rural schools. --- Four projects were funded under this priority.

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[8] Part C monies of P.L. 90-576 are available to the states for applied research projects and training in research methods; experimental developmental or pilot programs; and the dissemination of information derived from these programs.

[9] The U. S. Commissioner of Education is authorized under Part D of P.L. 90-576 to award grants or contracts to state boards and local education agencies for creating bridges between school and earning a living; promoting cooperation between public education and manpower agencies; and broadening occupational aspirations and opportunities for youth.

"Besides administering Part C and D projects, the RCU orders and distributes computerized ERIC (Education Resources Information Center) searches to vocational educators in the state. These searches list annotated bibliographies of documents. Educators can request the complete documents on microfiche from the RCU....

...The RCU also provides information in a monthly newsletter sent to over 5,000 vocational educators in Washington State. The "RCU Digest" gives abstracts of state projects, announcements of available funds, information on out-of-state projects, lists of ERIC and AIM (Abstracts of Instructional Materials) and ARM (Abstracts of Research Materials) documents available on microfiche, and news of current materials related to improving and developing quality vocational education programs. Over 7,000 requests for materials and information were processed by the RCU in the past year....

...The RCU staff maintains a booth at the annual Washington Vocational Summer Conference where vocational instructors get first-hand information on the yearly activities on the RCU. Final project reports are free to teachers requesting them; ERIC searches of annotated bibliographies that have been ordered during the year are available; applications for Parts C and D projects are explained and distributed; the ERIC and AIM and ARM data bank systems are explained and orders taken, microfiche of timely materials are given to instructors by discipline; and all services that the RCU can do are announced by the staff to conference participants...."[10]

Question: What pre-service and in-service training programs for vocational teachers, administrators and supervisory personnel were available in Fiscal 1976?

Response: Pre-service and in-service training during Fiscal Year 1976 was provided by the Office of the Superintendent of Public Instruction, State Board for Community College Education, Commission for Vocational Education in co-sponsorship with the Washington Vocational Association and by public baccalaureate degree-granting teacher training institutions via a contractual agreement with the Commission for Vocational Education.

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[10] Fiscal 1976 Annual Descriptive Report, Washington State Commission for Vocational Education, Pgs. 21-22.

The following is an overview of training provided in Fiscal Year 1976:

Annual Vocational Summer Conference

"The purpose of the 1975 vocational summer conference was to provide in-service education to vocational educators in Washington State. The 1,400 participants were vocational teachers or administrators from high schools, vocational technical institutes, community colleges, four-year colleges and universities and proprietary schools. They attended the conference to upgrade their professional skills and also accumulate necessary clock hours of instruction for either initial vocational certification or certification renewal....

In-service education was provided in two different forms: in programs designed for specific areas of vocational education, developed by state staff working with local district representatives; and in professional improvement units taught by four-year college personnel.

The specialized programs provided from 15 to 20 clock hours of instruction through structured discussion, presentations by resource people (both from in state and out of state), and eleven formal presentations of general interest to all vocational educators delivered by experts in as many different fields. Specialized programs were provided for the areas of agriculture education; business and office education; distributive education; diversified occupations; mid-management education; home and family life education; health occupations; trade, industrial and technical education; industrial arts; special needs (the disadvantaged and handicapped); guidance and counseling; and the Comprehensive Employment and Training Act (CETA).

The professional improvement units were taught by personnel, or those employed as adjunct professors, of Central Washington State College. The units were 30 clock hours in length and extended beyond the four days of the summer conference. Approximately 120 participants enrolled in this in-service training."[11]

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[11] Fiscal 1976 Annual Descriptive Report, Washington State Commission for Vocatinal Education, Pg. 18.

State Board for Community College Education

A total of 14 system-wide workshops, each relating to a separate instructional area, were administered through local campuses under SBCCE sponsorship. Participants included 462 community college staff members, 93 vocational instructors from common schools and 15 from four-year institutions. Each workshop was planned and structured by a steering committee of representative instructors from within the instructional program area.

Office of the Superintendent of Public Instruction

1. Vocational Agriculture and Renewable Natural Resources Education

   Seven workshops were conducted involving 224 teachers. Five of these were two-day mini courses held in conjunction with the annual Summer Conference. Subject matter areas were forestry, ornamental horticulture, production agriculture, agricultural mechanics and special needs. Another workshop was held in Yakima on tree fruit production. The last was held at the Cispus Environmental Center on natural resources management.

2. Business and Office Education

   Two workshops were provided for 50 Co-op office education teachers of existing programs and those anticipating programs in Fiscal Year 1977. The techniques for starting a program, community involvement and the in-class curriculum were highlighted by program participants. Two workshops on development of self image and metrics were also presented for 400 teachers at business education teacher conferences.

   Furthermore, 17 Health and Safety Validation seminars for 538 business and office education teachers were conducted.

3. Distributive Education

   Two workshops were conducted involving 100 instructors.

4. Diversified Occupations

   Two workshops were conducted involving 60 teachers.

5. Trade and Industrial, Technical Education

   Eleven in-service units of instruction were offered during Fiscal 1976 via its contract with Central Washington State College. This was in addition to the 13 in-service units of instruction provided at the 1975 Summer Vocational Teacher Training Conference.

6. Home and Family Life Education

Four slide-tape presentations were produced and are to be placed in the approved institutions for training vocational home and family life teachers, technical institutes and community colleges. The titles of the slide-tape presentations include: "Understanding Children," Behavior Modification for Parents," "Parent Education in Washington State" and "Using Effective Parenting Skills."

Through contracts with Washington State University, University of Washington, Western Washington State College and Central Washington State College, a series of one-day workshops were held in Seattle, Spokane, Pasco and Vancouver for home and family life teachers of adults. The workshop topics included: "Changing Family Roles," "Parents With Infants," "Current Research in Nutrition," "Parents With Handicapped Children" and "Textile Innovations." Total attendance for the four workshops was approximately 400.

Also, college courses and workshops were organized and implemented to assist home and family life teachers to integrate FHA into the classroom program; to meet certification requirements; to use Washington's recently published curriculum guidelines; to promote the interdisciplinary or multi-disciplinary approach to teaching consumer education at the secondary and postsecondary levels; to update home and family life teacher methods of teaching; to design appropriate curriculum for "Teen Parent" education; and to provide Meal Management Methods to homemaking teachers.

Approximately 2,050 persons (duplicated count) were involved in in-service education.

Four-Year Teacher Training Institutions

A contractual relationship existed in Fiscal 1976 between the State Commission for Vocational Education and public baccalaureate degree-granting teacher training institutions. This contractual relationship was based on three principles: (1) vocational personnel housed at the contractor's site were employees of the contractor and not of the State Commission, (2) services rendered by the contractor were detailed in annual contracts and (3) by a prescribed method, the State Commission obtained necessary teacher education services that fell within the constraints prescribed by state funding and the educational philosophy of the contracted institutions.

The contracted teacher training objectives listed in the State Plan were carried out under Part B and Part F funding of P.L. 90-576, and under state vocational funding. Funding was approximately 41% from Part F, 52% from Part B and 7% from state funds.

Activities included the following:

- consultative services were provided to over 500 vocational instructors by teacher education staff.
- consultative services were provided to 22 community college districts and 150 common school districts.
- 147 student teachers were supervised and 150 master teachers were provided assistance.
- more than 1,800 vocational teachers were provided with in-service training as 16 individuals on vocational teacher educator staffs assisted state education agency personnel to achieve the training.
- twelve specific curricula and other types of instructional material were developed by, or through the effort of, teacher educators to meet identified needs of common school and community college level programs.

Administrator Internships

During the 1974-75 school year, a pilot study was conducted by Dr. Fred B. Miner, Director of Clover Park Vocational Technical Institute, in which it was determined that the weakest link in the vocational educational delivery system is the lack of vocational administrative leadership. It was found that administrative leadership for vocational education is in short supply and in many situations the individuals who now fill these administrative positions carry responsibility for which they are inadequately prepared. With these facts in mind, the State Office of Superintendent of Public Instruction dedicated its office to the establishment of an annual training program for vocational administrators.

During the 1975-76 school year, 15 vocational staff members have participated in this year's vocational administrative internship program. Fourteen of these 15 interns elected to sign up for college credit through Washington State University. To allow this to happen a three-way cooperative agreement was arranged involving the Office of Superintendent of Public Instruction, Clover Park Vocational Technical Institute and Washington State University. Dr. Fred Miner from Clover Park has acted as the project teacher/coordinator. The students in this program have each worked out an individualized program that meets their specific needs. It has proven to be a very worthwhile project, and it is anticipated it will continue again next year.

From the preceding highlights, it is evident that Washington State is continuing to strive for high quality professional development programs. Most significant was the administrator internship program which was piloted in Fiscal 1975 and continued in Fiscal 1976. It is becoming increasingly evident in the field of education that management skills are needed by leadership personnel. One only has to take a look at such factors as the scarcity of resources needed for educational improvement, the current emphasis on accountability, the attitude of the public toward the expenditure of tax dollars and the emergence of various political pressure groups seeking to affect legislative appropriations to realize the need for sound management in the educational enterprise.

Question: *What statements can be made concerning the public image of vocational and technical education in Washington State?*

Response: It is true that people often look at vocational education as being good for someone else's child but not their own. Working with your hands is something the average citizen looks down on. Unfortunately, the preceding statements describe the "image" that a large segment of our population holds for vocational education, but this image is slowly changing. People who can make anything are in demand.

The participants at the Advisory Council's Public Hearing in February of 1976 supported vocational programs and wanted to see them greatly expanded. They believed that vocational education will enhance the self image of individual students and provide the means for developing a more productive society. They also believed there is a continual need to uplift and improve the image of vocational education in the eyes of parents, school administrators, guidance counselors and students.

In June of 1976, the Commission for Vocational Education committed $2,500 in "seed money" to a cooperative public information project. The responsibility for the direction of the cooperative information project has been assumed by the Washington Vocational Association (W.V.A.) It is W.V.A.'s intent that the project derive additional funding support from business and industry as well as from educational groups. Funds will then be invested to produce primarily television and radio publicity material in the form of spot announcements and an informational brochure. It is also W.V.A.'s intent to identify a central office, agency and/or organization to handle requests for information resulting from publicity via the spot announcements. The project will be implemented in Fiscal Year 1977.

TABLE II

PLACEMENT OF PERSONS COMPLETING SECONDARY, POSTSECONDARY AND ADULT PREPARATORY VOCATIONAL EDUCATION PROGRAMS IN WASHINGTON STATE IN FISCAL YEAR 1975

Program Levels	Number of Completors	Number Available/ Employment	Available Completors Employed Full Time/ Field of Training or Related Fields		Available Completors Employed Full Time/ Other Fields		Total Percentage Employed/Available for Employment
			No.	Pct.	No	Pct.	In Washington
Secondary Vocational	25,266	10,252	5,326	52.0	3,673	35.8	87.8
Vocational Technical Institute Vocational	4,556	3,207	2,601	.81.1	398	12.4	93.5
Community College Vocational	11,575	7,289	5,607	76.9	864	11.9	88.8
Total Combined Secondary, VTI and Community College	41,397	20,748	13,534	65.2	4,935	23.8	89.0

From OE Form 346-4, Commission for Vocational Education as prepared April 14, 1976

TABLE II

TABLE III

SUMMARY/FY 1976 FEDERAL ALLOCATIONS/
COMMISSION FOR VOCATIONAL EDUCATION/
SUPERINTENDENT OF PUBLIC INSTRUCTION/
STATE BOARD FOR COMMUNITY COLLEGE EDUCATION

	TOTAL	%	CVE	%	SPI	%	SBCCE	%
PART B GRANT	$ 6,877,463	100%	$ 749,974	10.89%	$ 3,117,011	45.32%	$ 3,011,378	43.79%
Programs/Percent/ Agency Total	(5,424,681)	(78 87%)	(322,833)	43.1%	(2,383,192)	76.46%	(2,718,656)	90.28%
State Administration/ Percent/Agency Total	(1,452,782)	(21.13%)	(426,241)	56.9%	(733,819)	23.54%	(292,722)	9.72%
PART A TOTAL GRANT	325,246	100%	-----		157,744	48.5%	167,502	51.5%
Programs/Percent/ Agency Total	(325,246)	(100%)	-----		(157,744)	100%	(167,502)	100%
State Administration	-----		-----		-----		-----	
PART C TOTAL GRANT	146,436	100%	146,436	100%	-----		-----	
Programs/Percent/ Agency Total	(114,537)	(78.2%)	(114,537)	78.2%				
State Administration/ Percent/Agency Total	(31,899)	(21.8%)	(31,899)	21.8%	-----		-----	
PART D TOTAL GRANT	144,156	100%	144,156	100%	-----		-----	
Programs/Percent/ Agency Total	(117,417)	(81.45%)	(117,417)	81.45%				
State Administration/ Percent/Agency Total	(26,739)	(18.55%)	(26,739)	18.55%				
PART F TOTAL GRANT	666,941	100%	124,209	18.62%	336,494	50.46%	206,238	30.92%
Programs/Percent/ Agency Total	(571,812)	(85.74%)	(124,209)	100%	(241,365)	71.73%	(206,238)	100%
State Administration/ Percent/Agency Total	(95,129)	(14.26%)	-----		(95,129)	28.27%	-----	
	TOTAL	%	CVE	%	SPI	%	SBCCE	%
PART G TOTAL GRANT	$ 344,668	100%	-----		$ 167,164	48.5%	$ 177,504	51.5%
Programs/Percent/ Agency Total	(344,668)		-----		(167,164)	100%	(177,504)	100%
State Administration/ Percent/Agency Total			-----		-----		-----	
PART H TOTAL GRANT	161,853	100%	-----		78,499	48.5%	83,354	51.5%
Programs/Percent/ Agency Total			-----		(78,499)	100%	(83,354)	100%
State Administration/ Percent/Agency Total			-----		-----		-----	
ALL PARTS -- TOTAL	$ 8,666,763	100%	$ 1,163,875	13.43%	$ 3,856,912	44.5%	$ 3,645,976	42.07%
Programs/Percent/ Agency Total			(678,996)	7.83% 58.34%	(3,027,964)	34.9% 78.5%	(3,353,254)	38.69% 91.97%
State Administration/ Percent/Agency Total			(484,879)	5.6% 41.66%	(828.948)	9.6% 21.5%	(292,722)	3.38% 8.03%

CVE denotes Commission for Vocational Education
SPI denotes Superintendent of Public Instruction
SBCCE denotes State Board for Community College Education

SECTION V

RECOMMENDATIONS

The Washington State Advisory Council on Vocational Education is cognizant of the fact that problems of varying magnitude face vocational education as well as those entities, public and private, which provide for the management and delivery of vocational education programs, services and activities. It is the Advisory Council's role to provide advice, counsel and assistance in the planning for and evaluation of vocational education. It is the Advisory Council's role to be a problem-solver through cooperation and the giving of meaningful and timely advice versus being a problem-solver by perpetuating solutions based on conflict resolution.

This is the seventh evaluation report produced by the Advisory Council since it was established in 1969. The report up to this point has attempted to highlight what happened in Fiscal Year 1976 and what didn't happen as regards the general picture of vocational education. What follows are statements about what should happen or continue to happen in Fiscal Year 1977 and beyond regarding vocational education and the Commission for Vocational Education.

RECOMMENDATION #1: The Commission for Vocational Education should strengthen the provision for local advisory committees for vocational programs as part of the legal contract between local education agencies and the Office of the Superintendent of Public Instruction or the State Board for Community College Education by:

A. Revising Section 3.42-1 of the Washington State Plan for Vocational Education, Part I, so that minimum priority functions of duly constituted, representative local advisory committees are incorporated into the language of the section.

B. Defining minimum priority functions in cooperation with the State Advisory Council and in a manner which reflects that local advisory committees to be effective must provide advice, counsel and assistance in the planning, development and evaluation of vocational education programs.

C. Adopting a compliance audit model or instrument which will provide information upon which to make a valid and reliable assessment of whether or not local education agencies are insuring that local advisory committees empanelled are active and performing their functions.

RATIONALE: *Keeping abreast of the many community vocational education needs is impossible for policy board members and administrators of local education agencies without assistance from the people. There are two approaches to bridging the communications gap between the school and the community. One is for the school administration to sell the school to the public through various public relations techniques; the other approach is through the involvement of people. Advisory groups on vocational education provide a mechanism whereby the people can become involved in planning, developing, executing and evaluating the local vocational education effort.*

The benefit of any educational effort must ultimately accrue to the learner. Benefits of a lay advisory group on vocational education accrue to the learner as well as to teachers, administrators, advisory group members, parents, schools and the community. Everyone benefits from a well organized and well developed advisory group on vocational education. A poor advisory group can have the exactly opposite effect. The many personalities and factors involved often lead to complications and misconceptions. Often criticisms of advisory groups are most likely to come from people who have had little or no experience with such groups or from vocational educators who may fear a critical appraisal of their program.

Many objections of the critics of advisory groups are based on erroneous information and a lack of understanding of the roles of advisory groups on vocational education. Whatever the stated reason for disapproving of an advisory group may be, the school administrator should discover what the real reason is and find an answer to it. Advisory groups are sometimes described as serving no real purpose; unfortunately, this is sometimes true. But often such an assessment reflects misunderstanding or a disagreement with what the advisory group has been established to do.

Advisory groups sometimes are described as being irresponsible. Critics say it is always easier to recommend than it is to implement recommendations, and sometimes advisory groups commit this error and are not fully aware of the implementation problems involved. When they do, the school administrator should explain that the recommendation is not feasible and, in most cases, this will be sufficient for the advisory group to amend or withdraw its recommendation.

A frequent complaint is that advisory groups are not competent to do the job assigned. This may have been the fault of the school administrator for either setting too broad a scope of objectives or for not following the original objectives of the advisory group. Assignments to the advisory groups should be planned carefully in order to assure that the group has the ability and time to weigh the problem adequately.

Occasionally, an advisory group may be accused of trying to control the program. This is a dangerous situation, whether or not there is justification for such an accusation. While most advisory groups will not go this far, school officials should be alerted to danger signals and be ready to take steps to avoid such situations. As a rule, advisory groups do not erupt without advanced warning. Generally, the most sincere and interested advisory group members are willing to assist school officials to determine what needs to be done to correct these unfortunate situations.

The Washington State Advisory Council on Vocational Education believes that increased advisory committee activity would contribute to improved quality in vocational education at all levels. In fact, the Advisory Council in previous evaluation reports requested that a comprehensive study of the effectiveness of local advisory committees be initiated by the State Board for Vocational Education, now the Commission for Vocational Education. The Advisory Council has also publicly recommended that state and local vocational leaders encourage a more active role for local advisory committees.

The Washington State Plan for Vocational Education, Part I, Section 3.42-1, provides that vocational education programs will not be approved for funding unless there is documented endorsement of the instructional program by a local advisory committee:

> *"...consisting of equal representation of employers and employees engaged in the vocations involved or closely related thereto. Provided that when the trade, craft or vocation involved specifically prepares students for apprenticeable trades, crafts or vocations, the applicable Joint Apprenticeship Committee shall be represented on the advisory committee by a minimum of one employee and one employer representative. Where satisfactory evidence is furnished to indicate that the prescribed committee composition is not appropriate to a specific program, a committee may be empanelled composed of persons who are familiar with the occupational and geographic areas served by the particular program. Provided further, that the responsibility for empanelling members of the local advisory committee shall be that of the local educational agency, subject to the approval processes...."*

The section then goes on to state:

> *"In addition to securing and submitting the endorsement of the local advisory committee required for program approval, the local educational agency shall insure that the local advisory committee empanelled is active and performing its functions."*

However, what does it mean when the rules and regulations state that the local advisory committee will be "active" and "perform its functions"? Numerous concerns have been voiced that communications between the schools and work community need to be improved, especially in area of job placement and follow up; identifying skill shortages in the labor market and identifying skills and attitudes that need to be taught. At the same time, vocational education advisory committees, in some communities, are not being used to the extent to which they should be used.

In communities where local advisory committees are not being used to the extent that they should be used, two major deficiencies seem prevalent:

-- *A lack of understanding on the part of the school board or board of trustees, school administration and vocational administrators of the real purpose and functions of local advisory committees*

and

-- *A lack of understanding on the part of local advisory committee members of their function.*

Definition of roles is one of the most frequently mentioned problems in working with advisory committees. A vocational educator from the community college system has said, "Definition of role is a serious problem. Some individuals find it hard to accept the fact that their work and recommendations will not necessarily be totally accepted." A school superintendent put it another way, "Helping them understand clearly that their role is advisory and that upon completion of the task they shall no longer function is a major problem."

Regardless of the specific tasks to be performed, in general, the role of the local advisory committee should be to:

1. *Provide a realistic mechanism necessary for programs of vocational education to become an integral part of the community and to reflect the occupational life of that community.*

2. *Provide advice, counsel and assistance in the planning, development and evaluation of vocational education programs.*

3. *Establish close collaboration with business and industry as program advisors, supporters and employers in order to insure the relevance of course and curriculum.*

Also, it is of utmost importance that the local advisory committee be maintained as an active, continuous body. Nothing can provide as much assurance that a vocational program continues to be valuable, needed and beneficial than continuous evaluation and advice by the local advisory committee. In fact, it is a necessity if vocational programs are to be relied on as accurate reflections of manpower needs. It is not enough that a local advisory committee be formed for the purpose of initial program approval.

Furthermore, those who fear active advisory committees as a source of trouble or overt conflict should realize that the absence of a committee is no guarantee "things" are running smoothly. In fact, the absence of any channel for citizen imput into the instructional program may itself be a focal point for complaint and agitation.

RECOMMENDATION #2: The Commission for Vocational Education should insure that vocational education programs, services and activities are serving the needs of special groups by:

A. Improving its data collection, management and evaluation systems so it can identify and categorize ethnic minorities, women, disadvantaged and handicapped students; their needs; programs for which enrolled; and program results.

B. Improving its data collection, management and evaluation systems so it can identify and categorize minorities and women involved in vocational education at the teaching level and all administrative levels.

C. Improving articulation, planning and programming between the disciplines of vocational education and special education.

D. Conducting through its compliance audit instrument and/or funding as a research priority a special review and evaluation of secondary and postsecondary vocational education programs to determine if the special needs of the following groups are adequately served in preparation for occupations:

1. Handicapped persons
2. Disadvantaged persons, including migrants
3. Veterans
4. Bilingual/bicultural individuals
5. Ethnic minorities and women
6. Senior citizens

RATIONALE: *The Advisory Council has addressed itself to the needs of special groups in many activities, reports and recommendations. In fact, the whole thrust of the work of the Council has been to "redirect" the education system in such a manner that the system would be flexible and responsive to the needs of the individual as a result of the many directions brought about by the interaction of the factors of APTITUDE, ABILITY, INTEREST AND CIRCUMSTANCE. When this is accomplished, then the needs of every individual will be assessed and addressed and the special needs will be a part of the regular response to the individual.*

True, progress, no matter how slow, has been made in removing many barriers. Yet, testimony offered at the Council's Public Hearing in February of 1976, indicates that the vocational programs in our schools are not yet broad and flexible enough to accommodate all students who seek access to courses/programs regardless of their race, sex, age, ability and physical or mental handicap. Concerted efforts must be made quantitatively and qualitatively in serving the needs of special groups, such as the disadvantaged, handicapped, women, etc. This means there must be comprehensive coordination and planning between agencies and programs. Furthermore, minorities and women must be proportionately involved at all teaching and administrative levels in the planning and management of programs/services directed at not only their needs, but also the needs of all students. Proportionate representation at all levels is imperative if the needs of all students are to be adequately served.

Also, we must provide those senior citizens who wish to enter or re-enter the labor market with an avenue back into the work force with the assistance of vocational education.

RECOMMENDATION #3: The Commission for Vocational Education should continue its efforts to establish a credible manpower forecast document by:

A. Maintaining its active participation in and providing leadership and technical expertise to the Washington Occupational Information Consortium.

B. Making greater efforts to insure that reliable information concerning manpower outputs through private schools, Comprehensive Employment and Training Act and industry training programs is available for use in developing the "Job Opportunities Forecast."

RATIONALE: *For many years the development and use of manpower and job requirements information has been an item of discussion at both the state and national level. A recent study found that:*

"The collection and dissemination of data and information about jobs for use by educators and students is an area of confusion and mistrust. Although information on job requirements and job vacancies appears to be available, it is often not believed or, if believed, not acted upon. In most cases, the state department of labor or private organizations of businessmen collect data regarding job availability and job entry experience and educational requirements. These data are frequently mistrusted in the academic world because of (1) differences in definition of terms, (2) a different world outlook and (3) an ignorance of the degree of sophistication of available data and collection and dissemination procedures...

...from our discussions with those acquainted with manpower information, it is evident that there is no dearth of data. The critical questions, then, revolve around (1) appropriate use of this information for educational planning and (2) the existence of information on occupation requirements in a language translatable into education exit requirements."[1]

The study continued to propose, in seeking a response to the above needs, the creation of a state-wide interagency task force to coordinate and stimulate the production and utilization of manpower demand and supply data.

In Washington State such an interagency task force has existed, even if for a short period of time. That task force has been known as the Washington Occupational Information Consortium (WOIC), as explained briefly on Page 59. WOIC has enabled "...all parties concerned about manpower information and its use in education planning to share a common forum by having representatives from a variety of agencies and institutions. It should help overcome the problems of ignorance of information and bias against its use."[2]

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[1] Bridging the Gap: A Study of Education-To-Work Linkages, Richard I. Ferrin and Solomon Arbeiter, National Institute of Education, June, 1975, Pgs. 105-107.

[2] Ibid, Pg. 108.

If the Commission for Vocational Education is to set long-range policy, it must rely on a credible manpower forecast. In turn, a credible forecast document must encompass the trained manpower output from all sources, not just public vocational education programs.

RECOMMENDATION #4: The Commission for Vocational Education should strengthen the long-range goals and subgoals (objectives) for vocational education in Washington State by:

A. Revising the current long-range subgoal statement shown below so that the word "sex" is deleted and the word "eliminate" is substituted for the word "reduce."

Goal Statement: To satisfy the training needs of vocational students in light of actual and/or anticipated employment opportunities, including homemaking.

Subgoal Statement: Reduce sex stereotyping in students' occupational goals.

B. Adding the long-range subgoal statement below under the goal statement indicated.

Goal Statement: To maintain and improve vocational program relevancy.

Subgoal Statement: To develop the process of instruction in vocational curriculum which pre-tests students at the beginning of vocational courses and post-tests them at the end of said courses.

RATIONALE: The above recommendations were previously presented to an interagency task force assigned to draft long-range goals and objectives for vocational education in Washington State. The Advisory Council has referred to "objectives" as "subgoals."

The task force rejected the recommendations according to a letter received in June, 1976, from Mr. Arthur Binnie, Executive Director, Commission for Vocational Education, because in the first instance:

"...The word <u>eliminate</u> is too inclusive. First, the committee (interagency task force) does not believe the objective, eliminate sex stereotyping, is achievable and second, they feel that sex stereotyping is proper and desirable in some jobs....The reduction of sex stereotyping probably cannot be given the attention and long-term control required through the goal-objective process...."

As regards the second recommendation, Mr. Binnie stated that the task force rejected the addition of the subgoal "...unless constrained by policy; the selection of teaching methods and processes are then made at the decision of local education agencies."

The Washington State Advisory Council on Vocational Education strongly disagrees with the rejection of its recommendation by the "interagency task force." We strongly disagree with the task force that the proposed rewording of "eliminate" versus "reduce" is "too inclusive" and "not achievable."

Furthermore, the Advisory Council recommended "to eliminate stereotyping" of all types, such as sexual, racial, religious, etc.

Were the interagecy task force members speaking for themselves, or ominously reflecting a true unwritten operating policy behind the public facade? The Advisory Council believes that its proposed recommendation involved a policy decision which was not the task force's to make, in the first place, and one which runs counter to the letter and intent of state and federal laws and public declarations of policy from the educational agencies.

Furthermore, the Advisory Council supports local autonomy. However, if the Commission is to give direction regarding the total needs of vocational education, uniformity of measurement is most important. There needs to be more attention given to developing curricula based on competencies of students. In theory, the open entry-open exit plan of operation prevails in Washington State. In practice, however, it is quite limited. Hence, the Advisory Council again calls for the addition of the long-range subgoal which specifically speaks to the pre-testing and post-testing of vocational education students within given courses.

RECOMMENDATION #5: The Commission for Vocational Education should use the data (issues and need statements) collected by the Advisory Council at its 1976 Public Hearing when:

A. Assessing people and program needs

B. Establishing state-wide vocational education priorities for Fiscal Year 1978 Washington State Plan for Vocational Education.

RATIONALE: The testimony received by the Advisory Council at its Public Hearing for vocational education reflects the needs and concerns all citizens have regarding vocational education programs, services and activities in Washington State. Section Two of the Advisory Council's Seventh Evaluation Report presents a concise 23 page summary of issues and needs expressed in over 150 pages of public testimony which the Council heard on February 11, 1976.

If vocational education is to serve the needs of the state's citizens, then let us make sure we consider the citizen's input when we establish vocational education priorities on their behalf.

Although it is true that-

Recreation and leisure time are becoming more and more important.

Does it follow?

The major emphasis of education should be to prepare students for life in general and this leisure time.

Or should we consider?

Without a job, and the money it brings, few people are in a position to enjoy leisure time.

In our society, it takes at least some money to get up into the hills to enjoy the beauty of nature. It also takes money to go to a concert.

Every person should become as well educated as possible.

Does it follow?

A student who attends a college or university and who becomes exposed to chemistry, biology, English, psychology, and other courses, is better-off even if he drops out during the first or second year.

Or should we consider?

Most high school students should be encouraged to continue their education and training beyond high school, but they should be more realistic in their choices.

There is reason to question whether or not students who have done rather poorly in general academic subjects in high school will be much better-off by continued exposure to these general academic subjects.

Doesn't it make sense to encourage a student to pursue, in his selected area of interest, specific employment preparation as he begins his post-secondary studies? The training he receives will be more meaningful and immediately useful to him, and along with his "career" courses, he can take liberal arts classes.

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Man is more than just his work.

Does it follow?

The primary purpose of education is to prepare students for a meaningful, rewarding life, and their employment will take care of itself.

Or should we consider?

In our society, a person who does not have a job which provides him a sound economic foundation finds it most difficult to have a rich, rewarding life.

"By the sweat of thy brow shalt thou earn thy bread" is as true today as it was 6,000 years ago; and work strengthens the foundation on which a rewarding life is built.

Students need to prepare for their life's work, and a primary purpose of education is to help them do this.

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